

Agenda

1. Call To Order
Speaker(s): Board President
2. Pledge of Allegiance
Speaker(s): Board President
 - 2.1. Roll Call - Excuse Board Members not in attendance
Speaker(s): Board President
3. Public Comment Sign In Procedure
 - 3.1. Public Comment
4. Consent Agenda (Action)
Speaker(s): Board President
5. Board Development and Communication
 - 5.1. Board Members' Update
6. Superintendent's Report
Speaker(s): Superintendent
 - 6.1. Government Relations Update
Speaker(s): Dr. Mark Adler
 - 6.2. Ralston Middle School--School Improvement Plan Update
Speaker(s): Mr. Andy Parizek
 - 6.3. 2020-2021 Course Offerings Update
Speaker(s): Dr. Cecilia Wilken
 - 6.4. Mid Year Data Report
Speaker(s): Dr. Cecilia Wilken
 - 6.5. District Achievement Plan Update
Speaker(s): Dr. Cecilia Wilken
 - 6.6. Community Engagement Process Update
Speaker(s): Dr. Mark Adler
 - 6.7. NASB Updates and Information
Speaker(s): Dr. Jay Irwin
 - 6.8. Enrollment Update
Speaker(s): Dr. Mark Adler
7. Standards Based School Improvement
 - 7.1. School Resource Officer Memorandum of Understanding (Action)
Speaker(s): Dr. Mark Adler
 - 7.2. RPS/City of Ralston Ballfield Interlocal Agreement (Action)
Speaker(s): Dr. Mark Adler
 - 7.3. Track and Field Renovation Project (Action)
Speaker(s): Mr. Jason Buckingham
8. Policy Review
 - 8.1. Jury Duty/Services as Witness in Court (Action)

Speaker(s): Dr. Michael Rupprecht

9. Executive Session Disclosure
10. Pre-Adjournment Information and Activities
 - 10.1. Announcements
 - 10.2. Board of Education Supplemental Meeting Information
 - 10.3. Future Board Calendar
11. Adjourn

2009 Public Participation at Board Meetings

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

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

The board is not required to allow citizens to speak at each meeting, but it will provide the opportunity for public participation at least four times per year. The board may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings.

The board shall not require members of the public to identify themselves as a condition for admission to the meeting, nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. However, the board may require members of the public desiring to address the board to identify themselves.

Adopted on: March 25, 2019

Revised on:

Reviewed on: March 25, 2019

Ralston Board of Education Public Comment Procedures

The Ralston Board of Education appreciates the public's right to provide public comment. It is the practice of the Ralston Board to listen to the public comment, without discussion between the public and the Board. Should you have a question or ask for follow-up from the Board, the Board President or Chair of the meeting will direct the Superintendent to address the requests and provide additional information to you as appropriate. We ask that you refrain from personal comments about individuals and the use of vulgar or inappropriate language in addressing the Board.

The following will help guide the Public Comment agenda item at Board Meetings and Public Hearings:

1. Persons speaking during Public Comment will be called forward individually by the Board President or Chair to the location identified for such purpose.
2. The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may only speak one time per topic and must limit comments to around three (3) minutes. In the event more than 10 individuals wish to address the board, the 30 minutes will be divided equally between the number of speakers. At the discretion of the Board President or Chair, speakers may be allotted additional time.
3. Each individual speaking to the Board will be required to identify himself or herself prior to giving public comment or when related business is on the agenda. A "Record of Appearance" card is provided for this purpose.
4. Persons wishing to appear will be heard in the order in which the Board President or Chair of the meeting determines appropriate.
5. In cases where more than one person wishes to speak on the same topic, their presentations to the Board may, at the discretion of the Board President or Chair, be grouped together by topic.
6. Persons speaking to the Board during public comment may make printed materials available to the Board but may not use any other form of media.

Public Participation at Board Meetings Form

**Ralston Board of Education
PUBLIC COMMENTS**

The purpose of "Public Participation" is for the Board of Education to hear comments from the public. Since comments are not on the published agenda the Board will not discuss and/or answer questions during "Public Comments."

The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may only speak one time per topic and must limit comments to around three (3) minutes. In the event more than 10 individuals wish to address the board, the 30 minutes will be divided equally between the number of speakers. At the discretion of the Board President or Chair, speakers may be allotted additional time.

PLEASE PRINT

Name _____ Date _____

Address _____

City _____ State _____ Zip Code _____

Subject of Public Comment: _____

February 12, 2020

Ralston Public Schools
8545 Park Drive
Ralston, NE 68127

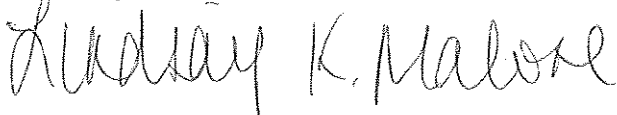
Dear Dr. Ruppert and Mrs. Holmes,

Please accept this letter as my resignation from my position at Ralston Public Schools, effective after my contract date of May 22, 2020.

I thank you and appreciate the opportunities that I have acquired through the district. I will take the growth and development that has been provided with me in my future endeavors.

Please let me know if I can be any further assistance during the rest of my employment.

Sincerely,

A handwritten signature in cursive script that reads "Lindsay K. Malone". The signature is written in black ink and is positioned above the printed name.

Mrs. Lindsay Malone

Board of Education Regular Meeting
8545 Park Dr.
Omaha, Nebraska

Monday, February 10, 2020 6:00 PM

Roll Call

The regular meeting of the Board was called to order at 6:00 pm. In addition to the board members, those in attendance included Dr. Mark Adler, Dr. Mike Rupprecht, Mr. Jason Buckingham, Dr. Cecilia Wilken, Mrs. Melissa Stolley, Mr. Jim Frederick and Mrs. Marci Carroll.

Consent Agenda

Consent agenda items include minutes from the January 27 meeting; January Financial Reports, January bills in the amount of \$326,766.83 for the General Fund, and \$9,000.00 for the Building Fund. Prior to the meeting Heather Johnson and Linda Richards reviewed the bills. Motion by Linda Richards and seconded by Mary Roarty to approve consent agenda.

Ms. Roarty:	Yea
Dr. Irwin:	Yea
Mrs. R. Richards:	Yea
Mrs. Kumru:	Yea
Mrs. Johnson:	Yea
Mrs. L. Richards:	Yea

BUSINESS ITEMS / BOARD DEVELOPMENT / COMMUNICATION

Board Members' Update

Ralston Public Schools celebrated School Board Appreciation Week. To open the meeting, members of the Ralston Middle School Jazz Band performed three songs for the board members. The Ralston High Cheer Team followed the jazz band with several cheers including a special cheer created exclusively for the Board. In addition, each of the six RPS elementary schools adopted a board member and provided individual cards to show their appreciation. Furthermore, RHS culinary students provided a special box with homemade treats and RHS construction students created wooden medallions for each board member. A staff jeans day was held several weeks prior and a \$500 donation was made on the Boards behalf to the Food Bank of the Heartland. Every board member shared their immense gratitude for the recognition they received.

Superintendent's Report

There was no official report made by Dr. Adler. Jason Buckingham shared an inspiring account of a citizen who donated over \$300 to help pay family lunch debts at Karen Western Elementary.

Seymour Elementary School Improvement Plan

Ms. Jody Blessen, Principal of Seymour Elementary, provided details of the school's improvement plan. She started with their mantra - "We can. We will. We are Seymour Elementary!" Ms. Blessen discussed the importance of the family feel and traditions at Seymour. She also shared the three main goals of their improvement plan and the strategies and action steps related to each goal. The first two goals related to increasing growth percentages in both reading and math. The third goal focused on the importance of students being safe, respectful and responsible leaders.

RPS 2020 and Beyond – NASB Community Engagement

Dr. Adler outlined a vision for RPS 2020 and Beyond. He will be sharing this presentation with RPS staff, parents, and community stakeholders as part of the NASB Community Engagement process in March. The information presented included five goals: district facilities upgrades and financial analysis and strategy; college and career readiness; social and emotional support for students and staff; budget awareness, communication, and advocacy; and cultivating a positive culture around excellence, ownership and achievement. Board members asked questions and provided important feedback. This information will guide the goals and focus areas of the Superintendent and District over the next 3-5 years.

Math Course Offerings Update

Dr. Cecilia Wilken provided an update to the Board of Education on some changes within the Math course offerings at Ralston High School. These proposed changes are to help increase students': college and career readiness, the pass rate in Algebra I, and opportunities for students to take higher-level courses in math. These changes would also help students be on track to take Algebra II and provide additional support for students who need help in math. After studying the data, the math department is looking into changing the course offerings for the 2020-21 school year. The change in course offerings will also provide additional opportunities for students who excel in math to take dual credit classes through MCC and UNO.

2020-21 Budget Adoption Calendar

Jason Buckingham provided a draft of the budget adoption calendar for the board to review and provide input. The final calendar will be presented at a future meeting.

School Resource Officer Memorandum of Understanding

Dr. Adler and Jason Buckingham provided an overview of the new School Resource Officer MOU between Ralston Public Schools and the City of Ralston. The board will be asked to approve the MOU at the February 24th board meeting.

RPS/City of Ralston Ballfield Interlocal Agreement

Dr. Adler shared a draft of the interlocal agreement between Ralston Public Schools and the City of Ralston concerning the use of Orval Smith baseball field and Crown and Wager softball fields. The item will be brought forward for approval at the February 24th meeting.

Government Relations Update

Linda Richards updated board members on several bills the District's legislative committee are watching closely. The District's Lobbyist will be at the February

24 meeting to provide the entire board a comprehensive update on the 2020 legislative session.

NASB Update

Dr. Irwin announced that proposals for the state conference are now open.

Enrollment Update

The current district enrollment has remained stable. Preschool and kindergarten enrollments have been coming in continuously for the upcoming school year.

BOE Professional Development

Linda Richards provided an activity for the board members in connection with the “Key Work of School Boards” framework.

STANDARD BASED SCHOOL IMPROVEMENT

Liquidation of District Equipment

The board voted to approve the liquidation of at least one sewing machine from Ralston High School. Motion made by Dr. Jay Irwin and seconded by Mary Roarty.

Ms. Roarty:	Yea
Dr. Irwin:	Yea
Mrs. R. Richards:	Yea
Mrs. Kumru:	Yea
Mrs. Johnson:	Yea
Mrs. L. Richards:	Yea

2020-21 Ralston Education Association Negotiated Agreement

The board approved the 2020-21 Ralston Education Association Negotiated Agreement as presented with a motion by Liz Kumru and seconded by Robin Richards.

Mrs. Kumru:	Yea
Ms. Roarty:	Yea
Mrs. L. Richards:	Yea
Mrs. Johnson:	Yea
Mrs. R. Richards:	Yea
Dr. Irwin:	Yea

POLICY REVIEW

Policy 2007 – Reimbursement of Miscellaneous Expenditures – a new policy has been proposed and will be reviewed by the legal team.

Policy 4016 – Jury Duty/Service as Witness in Court - reviewed

Executive Session

The board voted to move into Executive Session at 9:17 pm to discuss legal matters involving Ralston Public Schools. Motion by Linda Richards and seconded by Liz Kumru.

Mrs. L. Richards: Yea
Mrs. Johnson: Yea
Mrs. R. Richards: Yea
Dr. Irwin: Yea
Ms. Roarty: Yea
Mrs. Kumru: Yea

Adjournment

The board voted to adjourn at 9:42 pm with a motion by Dr. Jay Irwin and seconded by Linda Richards.

Dr. Irwin: Yea
Mrs. Johnson: Yea
Mrs. R. Richards: Yea
Ms. Roarty: Yea
Mrs. L. Richards: Yea
Mrs. Kumru: Yea

The next regular meeting is Monday, February 24, 2020, at 6:00 pm at the Virginia Moon Administration Center.

Mrs. Heather Johnson, President

Mrs. Liz Kumru, Secretary

Niki Caughey
12450 Oakair Drive
Omaha, NE 68137
2/14/2020

To Whom It May Concern:

Please accept my resignation from my position as an elementary special education teacher, at Blumfield Elementary. My resignation will be effective at the end of the 2019-2020 school year.

I will greatly miss my students that I have had the pleasure of working with the past 2 years. I feel grateful for the professional development opportunities and experiences that have been provided to me. I have learned so much from my team members and will be eternally grateful for their guidance and assistance these last two years.

I wish you all the best.

If I can be of any assistance during this transition time, please let me know.

Sincerely yours,

Niki Caughey
Special Education Teacher
Blumfield Elementary
Ralston Public Schools



Board of Education Legislative Goals 2019/2020

Ralston Public Schools Non-negotiables

- RPS will continue to cultivate a systems thinking approach to all school business and operations through our defined strategic planning process.
- RPS will continue to provide the programs and services that support the defined strategic priorities as well as AdvancED School Improvement (Cognia) and District Communications.
- RPS will continue to refine and grow our academic programs to meet the needs of all of our students.
- RPS will continue to deliver outstanding activity programs to allow our students a well rounded school experience.
- RPS will continue to evaluate the effectiveness and efficiency of all programs and services to meet the demands of a changing society.
- **RPS will refine and grow our outreach programs and service expectations to all stakeholders to include a focus on Social Emotional Learning**
- RPS will continue to offer a rich variety of research based instructional programs and curricular offerings to meet the needs of all learners.
- RPS will research and identify further opportunities and initiatives to help all of our students to be college or career ready.

Board of Education Legislative Goals

- Continued emphasis that our students and education are a priority in Nebraska as well as advocate for local control and decision making.
- Continued emphasis of State Equalization Aid (TEEOSA) and the infusion of further dollars into the aid formula.
- Oppose tax cuts that endanger any part of the State's revenue stream.
- Monitor any legislation that adjusts property valuation.
- Increase Special Education Funding.
- Continue to support and enhance Learning Community Programs that serve at-risk and diverse student populations in Ralston and within the Metro Area.
- Support legislation or the infusion of more funding for early childhood programs specifically programs serving students in high poverty high need areas. This may include the adjustment of the needs formula for pre-school students within TEEOSA
- Encourage further adjustments to the needs formula within TEEOSA specifically ELL and poverty. Are the current needs calculations in these areas addressing the increasing needs students and schools encounter?
- Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas.
- **Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being. (SEL)**
- Oppose any legislation that advances any initiative addressing charter schools or voucher systems that reduce funding and opportunities for public schools.

Kissel Kohout ES Associates LLC
Ralston Public Schools
106th Legislature, 2nd Regular Session

Document	Senator	Position	Committee	Status	Description
LB4	Stinner		Revenue 01/25/2019	Approved by Governor (E-Clause) 02/13/2020	Change mileage reimbursement and filing fees and eliminate certain notice requirements under the Tax Equalization and Review Commission Act
<p><i>LB4 mandates that because of the commission shall have three commissioners, one from each congressional district, and because a commissioner shall be a qualified voter and resident of the state and a domiciliary of the district he or she represents each commissioner shall be reimbursed for mileage for actual round-trip travel from the commissioner's residence to the state office building in Lincoln or to the location of any hearing or other official business of the commission. Reimbursement requests shall be based on the rate established by the Department of Administrative Services. Funds expended for parking may be requested in addition to mileage. Also, LB4 mandates that when an appeal or petition is filed with the commission regarding the taxable value of a parcel of real property, the filing fees shall be: Forty dollars (\$40) if the taxable value of the parcel is less than two hundred fifty thousand dollars (\$0-249,999) ; Fifty dollars (\$50) if the taxable value of the parcel is at least two hundred fifty thousand dollars but less than five hundred thousand dollars (\$250,000-\$499,999); Sixty dollars (\$60) if the taxable value of the parcel is at least five hundred thousand dollars but less than one million dollars (\$500,000-\$999,999); or Eighty-five dollars (\$85) if the taxable value of the parcel is at least one million dollars (\$1,000,000+). For any appeal or petition filed with the commission not regarding the taxable value of a parcel of real property, the filing fee shall be forty dollars (\$40). No filing fee (\$0) shall be required for an appeal by a county assessor, the Tax Commissioner, or the Property Tax Administrator acting in his or her official capacity or a county board of equalization acting in its official capacity.</i></p>					
LB28	Kolterman		Judiciary 01/24/2019	General File 02/10/2020	Authorize damages for property taxes and special assessment paid on property lost through adverse possession
<p><i>Intended to authorize damages in causes of action arising on or after January 1, 2020, for property taxes and special assessments paid on property lost through adverse possession.</i></p>					
LB36	Kolterman		Nebraska Retirement Systems 02/12/2019	In Committee 01/14/2019	Redefine creditable service, change a payment deadline for restoration of relinquished creditable service, and change payment requirements and service credit computation provisions under the School Employees Retirement Act
<p><i>LB36 Amended into LB34 by ComAM591</i></p> <p><i>Designed to redefine creditable service for certain member employees; to change a deadline for payment for restoration of relinquished creditable service; to change provisions relating to required forms of payment and service credit computation; and to repeal the original sections.</i></p>					
LB39	Hilkemann		Transportation and Telecommunications 03/04/2019	In Committee 01/14/2019	Change provisions relating to occupant protection system enforcement and change certain violations from secondary to primary enforcement
<p><i>Designed to change passenger restraint system enforcement from a secondary offense to a primary offense, as well as to require the use of occupant protection systems for each vehicle occupant.</i></p>					
LB40	Hilkemann		Transportation and Telecommunications 03/04/2019	In Committee 01/14/2019	Change provisions related to provisional operator's permits, LPD and LPE learner's permits, and interactive wireless communication devices
<p><i>Designed to change certain uses of interactive wireless communication devices from secondary offenses to primary offenses regarding provisional operator's permits, and LPD/LPE learner's permits.</i></p>					
LB50	Vargas		Revenue 01/23/2019	In Committee 01/14/2019	Change individual income tax brackets and rates
<p><i>Increases income tax also creates a one percent (1%) tax rate on that portion of a taxpayer's Nebraska taxable income in excess of one million dollars and, a two percent (2%) tax rate on that portion of a taxpayer's Nebraska taxable income in excess of two million dollars.</i></p>					

Kissel Kohout ES Associates LLC
Ralston Public Schools
106th Legislature, 2nd Regular Session

Document	Senator	Position	Committee	Status	Description
LB58	Morfeld	Monitor	Judiciary 02/28/2019	General File 02/06/2020	Adopt the Extreme Risk Protection Order Act
<p><i>Under LB58 a petitioner may file for an extreme risk protection order, requesting such order be issued ex parte to the respondent and without prior notice to the respondent, by including in the petition detailed allegations based on personal knowledge that the respondent poses a significant risk of causing personal injury to self or others in the near future by having in his or her custody or control, purchasing, possessing, or receiving a firearm. The court shall hold a hearing on a petition for an ex parte extreme risk protection order on the day the petition is filed or on the judicial day immediately following the day the petition is filed. If the court finds reasonable cause, the extreme risk protection order shall issue ex parte as a temporary order. Upon notice of such an order, Respondent has five days to request a show-cause hearing, the court must calendar the such a requested hearing to be held within thirty days after receipt of the request. If the Respondent fails to appear at the show-cause hearing or fails to defeat a preponderance of the Petitioner's evidence, the court shall issue a final extreme risk protection order. The clerk of the court would be responsible for providing two certified copies to the Petitioner, as well as copies to law enforcement.</i></p>					
LB66	Hansen	Support	Urban Affairs 01/29/2019	Failed to Advance 02/04/2019	Provide for an early childhood element in a comprehensive plan developed by a city
<p><i>LB66 mandates that when any class of city adopts a new comprehensive plan or a full update to an existing comprehensive plan on or after the effective date of this act, but not later than January 1, 2022, such plan or update shall include, but not be limited to, an early childhood element which assesses the supply of quality licensed early childhood education programs for children under six years of age, evaluates the availability and utilization of licensed child care capacity and quality for children under six years of age, and promotes early childhood health and education measures that benefit the community. To meet the requirements of this subsection, a city may acquire publicly available data and information from the State Department of Education, the Department of Health and Human Services, the United States Bureau of the Census, other federal, state, or local agencies, or any other organization, as well as use a definition of quality found in existing programs, including, but not limited to, the Step Up to Quality Child Care Act, the Sixpence Early Learning Fund, the federal Head Start program or Early Head Start program, or other early childhood education programs at a school district. A city should also determine whether an early childhood education program is accredited by a national association recognized by the Department of Health and Human Services.</i></p>					
LB73	Erdman	Oppose	Education 01/22/2019	In Committee 01/14/2019	Require display of the national motto in schools
<p><i>Mandates K-12 public schools to display the National Motto, "In God We Trust." legibly in English. The motto may be displayed in every classroom or in a prominent place where students will see it on a daily basis. The bill allows the cost of posters by allowing for third party contributions to pay for the posters and by making posters available electronically through the Internet. The bill requires the State's Attorney General to represent schools in the event of a lawsuit.</i></p>					
LB110	Wishart		Judiciary 01/25/2019	General File 05/10/2019	Adopt the Medical Cannabis Act
<p><i>Adopts the Medical Cannabis Act. Establishes the act, dispensaries, the Marijuana Enforcement Division, patient registries, additional assistant attorneys general, violations, and other definitions. The act also sets forth those illnesses that would qualify for the use of medical marijuana including symptoms caused by cancer, HIV, multiple sclerosis, terminal illness with probable life expectancy of under one year, or any other illness which cannabis could provide relief as determined by a health care practitioner. Nothing in the act requires a private insurer to reimburse for any costs related to the use of medical cannabis, however they are required to continue coverage for the underlying medical condition(s).</i></p> <p><i>Patients seeking the use of medical cannabis will apply to the newly created division for enrollment in a registry. Those enrolled may consume marijuana legally, possess three or less ounces on themselves, six or fewer plants or seeding plants, one ounce or less of concentrated substance, seventy-two ounces or less of edibles, or eight ounces or less in a residence.</i></p> <p><i>The act also sets forth requirements for acting as a caregiver, including background checks, age requirements, and limiting the number of patients per caregiver at no more than one unless patients reside in the same residence.</i></p> <p><i>The act allows for up to ten producers and ten processors in each congressional district by November 1, 2020. Requirements of both the producers and the processors are set forth. Processors must begin supplying dispensaries before May 1, 2021. The Medical Cannabis Board may extend any required start date. Specific requirements of both applicant producers and processors are included.</i></p>					

Kissel Kohout ES Associates LLC
Ralston Public Schools
106th Legislature, 2nd Regular Session

Document	Senator	Position	Committee	Status	Description
LB120	Crawford		Education 03/04/2019	In Committee 01/14/2019	Require teacher and school staff to receive training on behavioral and mental health <i>Under LB120, the state school security director, who is responsible for providing leadership and support for safety and security for the public schools, shall gain the additional duty of overseeing behavior and mental health training in public schools. Relatedly, beginning in school year 2019-20, all public school nurses, teachers, counselors, school psychologists, administrators, school social workers, and any other appropriate personnel shall receive at least one hour of behavioral and mental health training each year during contract hours. Such training shall include suicide awareness and prevention training. Such training may also include, but not be limited to, topics such as identification of early warning signs and symptoms of behavioral and mental health issues in students, appropriate and effective responses for educators, trauma-informed care, and procedures for making students and parents or guardians aware of services and supports. This training shall be provided within the framework of existing inservice training programs offered by the State Department of Education or as part of required professional development activities.</i>
LB147	Groene	Oppose	Education 02/11/2019	General File 05/21/2019 Murman Priority Bill	Change the Student Discipline Act to provide for use by a teacher or administrator of necessary physical contact or physical restraint and provide procedures and grounds for removal from a class in response to student behavior <i>LB147 creates the Student Discipline Act. It allows for teachers and school administrators to have necessary physical contact or physical restraint to control a student if such student present a danger to himself or herself or exhibits distractive behavior towards school property.</i> <i>Teachers and administrators may have such necessary physical contact or physical restraint to control such a student without being subject to legal action or administrative discipline if such teacher or administrator was acting in a reasonable manner.</i> <i>The teacher has the authority to have a student removed from the classroom by an administrator, administrators designee, or school resource officer. Certain requirements apply including, the teacher should document that the student has repeatedly interfered with such teachers ability to communicate effectively with the students and such class or with the ability of students in such class to learn.</i>
LB148	Groene	Oppose	Government, Military and Veterans Affairs 02/06/2019	Approved by Governor 02/13/2020	Change requirements for public hearings on proposed budget statements and notices of meetings of public bodies <i>Under LB148, and for the purposes of the Nebraska Budget Act, "governing body" shall now also include any joint entity created pursuant to the Interlocal Cooperation Act that receives tax funds generated under section 2-3226.05. (That is: River-flow enhancement bonds; costs and expenses of qualified projects; occupation tax authorized; exemption; collection; accounting; lien; foreclosure.)</i> <i>Each governing body shall each year or biennial period conduct a public hearing on its proposed budget statement. Such hearing shall be held separately from any regularly scheduled meeting of the governing body and shall not be limited by time. At such hearing, the governing body shall make a detailed presentation of the proposed budget statement and shall make at least three copies of the proposed budget statement available to the public. Any member of the public desiring to speak on the proposed budget statement shall be allowed to address the governing body and shall be given a reasonable amount of time to do so.</i> <i>Notice shall be given by publishing in a newspaper of the general circulation within the public bodies jurisdiction and, if available, in a digital advertisement on such newspapers website. In addition to search required methods of notice, such notice me also be provided by any other appropriate method designated by such a public body or advisory committee.</i>
LB150	Brewer	Support	Government, Military and Veterans Affairs 02/08/2019	In Committee 01/15/2019	Change provisions relating to access to public records and provide for fees <i>Under LB 150, the persons interested in the examination of public records are divided into residents and nonresidents. "Resident" means a person domiciled in this state and includes news media without regard to domicile. For non-residents of Nebraska, the actual added cost used as the basis for the calculation of a fee for records may include a charge for the existing salary or pay obligation to the public officers or employees, including a charge for the services of an attorney to review the requested public records.</i>
LB151	Brewer		Government, Military and Veterans Affairs 02/20/2019	In Committee 01/16/2019	Adopt the Government Neutrality in Contracting Act <i>LB 151 creates the Government Neutrality in Contracting Act. Its purposes are to provide for the efficient procurement of goods and services by governmental units and to promote the economical, non-discriminatory, and efficient administration in completion of construction projects funded, assisted, or awarded by a governmental unit.</i>

Kissel Kohout ES Associates LLC
Ralston Public Schools
106th Legislature, 2nd Regular Session

Document	Senator	Position	Committee	Status	Description
					<i>The act defines bidder, collective-bargaining agreement, construction, governmental unit, public benefit, public contract, public contractor, real property, and subcontractor. Unless otherwise required by federal law, a governmental unit challenge sure that any requests for proposals or bid specifications for public contract or the procurement procedures for a public contract do not contain barriers to entering into or adhering to a collective bargaining agreement relating to construction under the public contract or that discriminates based on related collective-bargaining agreements.</i>
LB158	Brewer	Oppose	Revenue 01/24/2019	In Committee 01/15/2019	Change provisions relating to the assessed value of real property
					<i>The bill caps property taxes at the 2019 level for a period of four tax years, 2020-2023. The bill includes provisions that accommodate changes in valuation of property accounting for improvements or destruction that would affect the assessed value of the property. Absent these material changes that would alter the value of property, it shall remain at the 2019 level.</i>
LB161	Erdman	Support	Education 02/19/2019	In Committee 01/15/2019	Eliminate learning communities
LB163	Hunt	Monitor	Government, Military and Veterans Affairs 03/06/2019	In Committee 01/15/2019	Permit counties to conduct elections by mail
					<i>Under LB 163 the election commissioner (which has been added) OR the county clerk may apply to the Secretary of State for the mailing of ballots for all elections held after approval of the application to registered voters of any or all of the precincts in the county in lieu of establishing polling places for such precincts.</i>
LB165	Hunt	Monitor	Education 02/26/2019	In Committee 01/15/2019	Adopt the Too Young to Suspend Act
					<i>LB165 creates the Too Young to Suspend Act. The purpose of which is to prohibit early childhood education and kindergarten students from being suspended or expelled from school except in limited circumstances. Further, to prevent suspensions or expulsion of difficult young students who may disrupt school activities or willfully defy school authorities, but who are not a danger to other students. The act would mandate each school board to adopt promulgate policy accordingly. Further, the act gives topic specific directions relating to firearms, other weapons, lawful suspension or expulsion, special needs and disabilities, etc.</i>
LB182	Bolz		Revenue 02/13/2019	In Committee 01/15/2019	Adopt the School District Local Option Income Surtax Act
					<i>LB182 relates to the School District Local Option Income Surtax Act. By majority vote the school Board of any school district may impose a local option income surtax, upon individuals who reside in the school district, for property tax reduction or building construction, remodeling, and site acquisition. A school board may pass a resolution which calls for a vote on such resolutions no more than once each calendar year. Certain rules apply if the resolution calls for a vote at a primary or general election, or for a vote at a special election. Department of revenue me adopting promulgate rules and regulations to carry out the school district the local option income surtax tax.</i>
LB183	Briese	Monitor	Revenue 01/24/2019	Select File 03/01/2019	Change the valuation of agricultural land and horticultural land for purposes of certain school district taxes
					<i>Creates an exception to the 75% valuation rule for agricultural and horticultural land that states that for the purposes of payment of principal and interest on bonds issued for a school district, the appropriate percentage is 1%.</i>
LB206	Morfeld	Oppose	Judiciary 02/01/2019	Select File 01/16/2020	Protect free speech rights of student journalists and student media advisers
					<i>LB206, protects the press-rights of student journalists creating school-sponsored media. "School-sponsored media" means any material that is (i) prepared, substantially written, published, or broadcast by a student journalist at a postsecondary educational institution, (ii) distributed or generally made available to members of the student body, and (iii) prepared under the direction of a student media adviser. School-sponsored media does not include any media intended for distribution or transmission solely for the class in which the media is produced. All school-sponsored media are deemed to be public forums. No guard is given for slander, libel, ect.</i>
LB241	Bolz	Support	Education 01/28/2019	In Committee 01/16/2019	Provide for teacher mentoring program grants using income from solar and wind agreements on school lands
					<i>Provide for teacher mentoring program grants using income from solar and wind agreements on school land. Under LB241, the Legislature would find that, among other related things, strong mentor teachers and teacher mentoring policies are vital for beginning teachers. Mandates relating to training, development, and assessment for mentor teachers are delineated. Beginning with the 2020-21 school year, a school district may apply to the State Department of Education for a teacher mentoring program grant for a period of up to three years to implement a teacher mentoring program. Seventy-five percent of the teacher mentoring program grant funds received by the school district shall be used to pay stipends to mentor teachers. Teacher mentoring program grants pursuant to this section shall be funded by the income from solar and wind agreements on school lands beginning July 1, 2020. The State Board of Education may adopt and promulgate rules and regulations to carry out this section.</i>

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LB250	Walz		Revenue 01/30/2019	In Committee 01/16/2019	Change provisions relating to agricultural land and horticultural land receiving special valuations <i>Change provisions relating to agricultural land and horticultural land receiving special valuations. LB250 reworks the requirements for special valuation of agricultural or horticultural land, with differing rules depending on whether in a county of population greater than or less than 100,000 inhabitants.</i>
LB251	Walz	Support	Education 01/28/2019	In Committee 01/16/2019	Adopt the Child Hunger and Workforce Readiness Act <i>Adopt the Child Hunger and Workforce Readiness Act. Under LB251, the Child Hunger and Workforce Readiness Act allows a student who qualifies for a reduced-price breakfast or reduced-price lunch to be provided with meals at no cost. Mandates exist for school districts and the State Department of Education. The Child Hunger and Workforce Readiness Act does not apply to any school receiving reimbursement under 42 U.S.C. 1759a, as such section existed on January 1, 2019.</i>
LB253	McCollister		Executive Board 02/14/2019	In Committee 01/16/2019	Adopt the Redistricting Act <i>Adopt the Redistricting Act. The Redistricting Act would recognize that decennial redistricting is a significant part of the legislative and political process and must be administered in an equitable and transparent manner to ensure citizen confidence in government. It is the intent of the Legislature to create and approve districts that have an equal distribution of population, as directed by Article I, section 2, of the Constitution of the United States and the Constitution of Nebraska. It is the intent of the Legislature to create the Independent Redistricting Citizen's Advisory Commission for the purpose of assisting the Legislature in the process of redistricting in 2021 and thereafter.</i> <i>In preparation for developing redistricting plans on the basis of census data, the director shall acquire and maintain temporary and permanent equipment, materials, supplies, facilities, software, and staff as necessary to assist the commission. The Legislature shall appropriate funds to the office of Legislative Research to be used for the purchase or lease of temporary or permanent equipment, materials, supplies, facilities, software, or staff for the explicit purpose of carrying out the Redistricting Act only and with the prior approval of the Executive Board of the Legislative Council.</i> <i>The director shall act as a liaison between the commission, the Secretary of State, and the Legislature, among many other responsibilities under the bill.</i>
LB254	McCollister		Business and Labor 02/04/2019	Final Reading 03/12/2019	Adopt the Fair Chance Hiring Act <i>An employer or employment agency shall not ask an applicant to disclose, orally or in writing, information concerning the applicant's criminal record or history, including any inquiry on any employment application, until the employer or employment agency has determined the applicant meets the minimum employment qualifications. Prior to determining whether an applicant meets the minimum employment qualifications, an employer or employment agency may ask the applicant to disclose, orally or in writing, information concerning the applicant's criminal record or history, including any inquiry on any employment application, if:</i> <i>(a) The applicant is applying for a position for which: a criminal history record information check is required by federal or state law; or, to any position for which federal or state law specifically disqualifies an applicant with a criminal background even if such law allows for a waiver that would allow such applicant to be employed; AND (b) The inquiry or request for disclosure is limited to the types of criminal offenses that the employer or employment agency is required to conduct a check for or that disqualify the applicant.</i> <i>Exemptions and other regulations exist, such as school exemptions and opportunities for applicants to explain their answers.</i>
LB255	McCollister		Health and Human Services 02/07/2019	General File 01/31/2020	Change provisions relating to the Supplemental Nutrition Assistance Program <i>Change provisions relating to the Supplemental Nutrition Assistance Program</i> <i>Relating to SNAP, the Legislature finds, in part, that Nebraska should better utilize options under the Supplemental Nutrition Assistance Program that other states have implemented to encourage work and employment.</i>

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					<i>Therefore, on or before October 1, 2019, the department shall create a TANF-funded program or policy that, in compliance with federal law, establishes categorical eligibility for federal food assistance benefits pursuant to the Supplemental Nutrition Assistance Program to maximize the number of Nebraska residents being served under such program. Such TANF-funded program or policy shall increase the gross income eligibility limit to one hundred forty percent of the federal Office of Management and Budget income poverty guidelines as allowed under federal law and under 7 C.F.R. 273.2(j)(2), as such law and regulation existed on January 1, 2019, but shall not increase the net income eligibility limit.</i>
LB266	Lindstrom	Support	Revenue 02/01/2019	Final Reading 02/04/2020	Change the School Readiness Tax Credit Act
					<i>LB266 relates to the School Readiness Tax Credit Act. Section 4 is amended to read: The State Department of Education shall develop a classification system for all eligible staff members as defined in section 77-3603 who are employees of or who are self-employed individuals providing services for applicable child care and early childhood education programs listed in the Nebraska Early Childhood Professional Record System. The classification system shall be based on the eligible staff members' educational degrees and professional credentials held, relevant training completed, and work history and shall be made up of four levels, with level one being the least qualified and level four being the most qualified. The minimum qualification for an eligible staff member to be classified as level one shall be a Child Development Associate Credential or a one-year certificate or diploma in early childhood education or child development. The classification system shall be used for purposes of the tax credit granted in this act at section 77-3605.</i>
					<i>Eligible staff member would, under this bill, now include an individual who is a self-employed individual providing child care and early childhood education for an eligible program for at least six months of the taxable year and who is listed in the Nebraska Early Childhood Professional Record System and classified as provided in subsection (4) of section 71-1962. (Eligible staff member does not include certificated teaching and administrative staff employed by programs established pursuant to section 79-1104, which relates to before-and-after school programs.</i>
					<i>If the child care and education provider is (a) a partnership, (b) a limited liability company, (c) a corporation having an election in effect under subchapter S of the Internal Revenue Code of 1986, as amended, or (d) an estate or trust, the tax credit provided in this section may be distributed in the same manner and proportion as the partner, member, shareholder, or beneficiary reports the partnership, limited liability company, subchapter S corporation, estate, or trust income.</i>
					<i>This act becomes operative for all taxable years beginning or deemed to begin on or after January 1, 2020.</i>
LB272	Morfeld	Monitor	Revenue 02/01/2019	In Committee 01/17/2019	Adopt the Apprenticeship Training Program Tax Credit Act
					<i>Under the Apprenticeship Training Program Tax Credit Act, "qualified apprenticeship training program" means a program that is administered pursuant to 29 U.S.C. 50 and consists of at least one thousand two hundred hours but not more than eight thousand hours of on-the-job apprenticeship training.</i>
					<i>From November 1 to December 31 of each year, a taxpayer who plans to employ one or more apprentices as part of a qualified apprenticeship training program during the following calendar year may apply to the department to receive tax credits under the Apprenticeship Training Program Tax Credit Act.</i>
					<i>The tax credit shall be in an amount equal to one dollar multiplied by the total number of hours expected to be worked during the following calendar year by apprentices employed by the taxpayer as part of a qualified apprenticeship training program, except that the amount of the credit allowed in any year with respect to any individual apprentice shall not exceed two thousand dollars or fifty percent of the total wages expected to be paid to such apprentice during the following calendar year, whichever is less.</i>
					<i>The credit shall be a nonrefundable credit against the income tax imposed by the Nebraska Revenue Act of 1967. The credit shall be available for taxable years beginning or deemed to begin on or after January 1, 2020. Applications for the credit shall be submitted on a form prescribed by the department.</i>
LB279	Bostelman		Revenue 03/07/2019	In Committee 01/17/2019	Provide a sales and use tax exemption for food sold by veterans service organizations
					<i>Provide a sales and use tax exemption for food sold by veterans service organizations</i>
					<i>LB279 states, that sales and use taxes shall not be imposed on the gross receipts from the sale, lease, or rental of and the storage, use, or other consumption in this state of prepared food and food and food ingredients sold by a veterans service organization that is congressionally chartered, has active chapters in Nebraska, and is exempt from federal income tax (under section 501(c)(19)).</i>
LB288	Linehan		Revenue 04/03/2019	General File 05/16/2019	Change income tax rates
					<i>Change income tax rates</i>
					<i>Applies the individual income tax brackets and rates for taxable years beginning or deemed to begin on or after January 1, 2014 those beginning before January 1, 2020.</i>
					<i>Creates individual income tax brackets and rates for the taxable years beginning or deemed to begin on or after January 1, 2020.</i>

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LB289	Linehan	Monitor	Revenue 04/24/2019	General File 05/02/2019	Change provisions relating to county assessor inspections of real property for property tax purposes <i>The county assessor shall determine the portion to be inspected and reviewed each year to assure that all parcels of real property in the county have been inspected and reviewed no less frequently than every 3 years. (Amended from no less frequently than every 6 years.)</i>
LB290	Linehan		Revenue 02/01/2019	In Committee 01/17/2019	Change the sales and use tax rate <i>LB290 amends the sales and use tax of 5.5% commencing on the start of the first calendar quarter after July 20, 2002 so that it extends until July 1, 2020. Further, the bill opens discussion to a new sales and use tax rate commencing July 1, 2020.</i>
LB292	Vargas		Appropriations 03/19/2019	In Committee 01/17/2019	Appropriate funds to the State Department of Education <i>LB292 Amended into LB294 by ComAM1329</i> <i>LB292 states: There is hereby appropriated (1) \$500,000 from the General Fund for FY2019-20 and (2) \$500,000 from the General Fund for FY2020-21 to the State Department of Education, to aid in carrying out the Nebraska Information Technology Initiative under the Center for Student Leadership and Expanded Learning Act.</i>
LB303	Lindstrom		Revenue 02/27/2019	General File 04/11/2019	Change the amount of relief under the Property Tax Credit Act <i>LB303 states, in pertinent part, that it is the intent of the Legislature to fund the Property Tax Credit Act for tax years after tax year 2008 using available revenue. For tax years year 2017 and 2018, the amount of relief granted under the act shall be two hundred twenty-four million dollars (\$224M). For tax year 2019 and each tax year thereafter, the amount of relief granted under the act shall be no less than two hundred seventy-five million dollars (no less than \$275M). The relief shall be in the form of a property tax credit which appears on the property tax statement.</i>
LB311	Crawford	Monitor	Business and Labor 02/04/2019	General File 03/07/2019	Adopt the Paid Family and Medical Leave Insurance Act <i>This act shall be known and may be cited as the Paid Family and Medical Leave Insurance Act. It defines terms including: base period, benefit year, commissioner (of Labor), covered active duty or call to covered active duty status (same meaning as in 29 C.F.R. 825.126(a)(1) and (2), as such existed on January 1, 2019), covered employer, covered individual, healthcare provider, etc.</i> <i>The bill addresses issues that arise from the fact that a military member is notified of an impending call or order to covered active duty seven or fewer calendar days prior to the date of deployment. This may apply to related attendance of any official ceremony, program, or event sponsored by the military. It may apply to related attendance at family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross.</i> <i>The bill allows for someone to act as the military member's representative for the purposes of obtaining, arranging, or appealing military service benefits while the military member is on covered active federal duty, and other related absences so-created.</i>
LB314	Briese		Revenue 02/14/2019	In Committee 01/18/2019	Adopt the Remote Seller Sales Tax Collection Act and change revenue and taxation provisions <i>Adopt the Remote Seller Sales Tax Collection Act and change revenue and taxation provisions. The department is allowed to create rules and regulations to carry out the Remote Seller Sales Tax Collection Act;</i> <i>Beer/Liquor Excise Tax Increase: Nebraska Liquor Control Act shall be amended such that the privilege of engaging in business tax against a manufacturer or wholesaler shall be as follows: Gallon of beer: \$1.38, up from \$0.31. Gallon of wine (except from bond in farm wineries): \$3.51, up from \$0.95. Gallon of wine from bond in farm wineries: \$2.62, up from \$0.06. Further, the revenue arising from this privilege of engaging in business tax shall be credited to the General Fund, except that the increase in revenue due to the changes in tax rates made by this bill shall be credited to the Property Tax Credit Cash Fund.</i> <i>Documentary Tax Stamp Act: increased to \$2.75 for each one thousand dollars value (or fraction thereof), up from \$2.25. From the tax so-collected from the grantor (of Section 9 above), the Property Tax Credit Cash Fund shall receive the additional \$0.50 produced by the increase.</i> <i>Sales and use tax Reporting: under certain categories indicates that "consumer goods" no longer needs to include a separate listing for telefloral deliveries. The category of "services purchased for nonbusiness use" shall now include a separate listing for cleaning, maintenance, and repair of tangible personal property, entertainment admissions, household utilities, personal services, legal services, accounting, and other professional and real estate services.</i> <i>Tobacco tax: At wholesale, the tax shall be \$2.14 per package on each package containing 20 cigarettes or less. Changed from \$0.64. Further, beginning January 1, 2020, the State Treasurer shall place \$1.50 of such above tax in the Property Tax Credit Cash Fund. The fund would now be among the highest priorities for such revenue by legislative mandate. Vaping and other like products brought in under the bill.</i>

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					<p><i>Income Tax Change:</i> For taxable years beginning or deemed to begin on or after January 1, 2020, a surtax will be imposed upon any individual who has federal adjusted gross income of \$500,000 or more for individuals whose federal filing status is married filing jointly—OR—\$250,000 or more for individuals with any other federal filing status. The surtax shall be in addition to any other taxes owed and shall be equal to the individual's state income tax liability multiplied by a rate of 7.84%. The surtax shall be collected when the individual files his or her individual income tax return. The Commissioner will adjust the income tax forms to include the calculation of the surtax. The Commissioner may adopt and promulgate rules and regulations to carry out this section.</p> <p><i>Sales Tax Increase:</i> the rate of the sales and use tax levied shall be 5.5% and commencing January 1, 2020, the rate of the sales and use tax levied shall be 6.0%. Also, the "Gross receipts" for providing a service will now include motor vehicles, pet-related services, such as veterinary services, the cleaning of clothing, storage and moving services, ride-sharing services, personal care services (including hair care, massages, tanning, nail, spa, and tattoo services), maintenance, painting, repair, and interior decoration services for single-family housing, limousine, taxi, and other transportation services, the services of travel agents and tour operators and for online travel services, lawncare, gardening, and landscaping services, dating and escort services, instruction in music (dance, golf, and other recreational activities), and telefloral delivery services. Exemption for candy, soft drinks, or bottled water is eliminated.</p> <p><i>Corporate Income Tax Change (S Corps):</i> For taxable years before January 1, 2020, federal adjusted gross income, or, for a fiduciary, federal taxable income shall be modified to exclude the portion of the income or loss received from a small business corporation with an election in effect under subchapter S of the Internal Revenue Code or from a limited liability company organized pursuant to the Nebraska Uniform Limited Liability Company Act that is not derived from or connected with Nebraska sources as determined in section 77-2734.01. For taxable years on or before January 1, 2020, residents of Nebraska who are shareholders of a small business corporation having an election in effect under subchapter S of the Internal Revenue Code or who are members of a limited liability company organized pursuant to the Nebraska Uniform Limited Liability Company Act shall include in their Nebraska taxable income, to the extent includable in federal gross income, their proportionate share of such corporation's or limited liability company's federal income adjusted pursuant to this section. For taxable years on or after January 1, 2020, residents of Nebraska who are shareholders of a small business corporation having an election in effect under subchapter S of the Internal Revenue Code or who are members of a limited liability company organized pursuant to the Nebraska Uniform Limited Liability Company Act shall include in their Nebraska taxable income, to the extent includable in federal gross income, their proportionate share of such corporation's or limited liability company's federal income. A resident of Nebraska shall include in Nebraska taxable income fair compensation for services rendered to such corporation or limited liability company. Compensation actually paid shall be presumed to be fair unless it is apparent to the Tax Commissioner that such compensation is materially different from fair value for the services rendered or has been manipulated for tax avoidance purposes</p> <p><i>Elimination of tax credits:</i> The Angel Investment Tax Credit Act, the Nebraska Advantage Microenterprise Tax Credit Act, and the Nebraska Advantage Research and Development Act are eliminated.</p> <p><i>School Assistance:</i> The School Financing Review Commission is created. The commission shall consist of eighteen (18) members, including: (a) Three members of the Legislature, including one member of the Revenue Committee of the Legislature, one member of the Education Committee of the Legislature, and one member of the Appropriations Committee of the Legislature, appointed by the Executive Board of the Legislative Council; (b) the Property Tax Administrator or his or her designee, who shall be a nonvoting, ex officio member; (c) the council director of the Educational Service Unit Coordinating Council; (d) the Commissioner of Education or his or her designee; (e) a representative of the Governor selected by the Governor; (f) two members representing postsecondary education with expertise in the area of school finance; (g) two members who reside in a Class III school district, one of whom shall be a school administrator and one of whom shall be a school board member; (h) two members who reside in a Class IV school district, one of whom shall be a school administrator and one of whom shall be a school board member; (i) two members who reside in a Class V school district, one of whom shall be a school administrator and one of whom shall be a school board member; and (j) three members from the state at large, one from each congressional district, who reside in school districts of varied sizes and with varying percentages of limited English proficiency students and poverty students. At least one of the members appointed pursuant to this subdivision shall have experience in the teaching profession in public schools, at least one shall have experience in business, and at least one shall have experience in agriculture-related business. (2) The members described in subdivisions (1)(f) through (j) of this section shall be appointed by the Commissioner of Education to serve through December 31, 2026. To the extent possible, the membership of the commission shall be diverse in terms of race, gender, and other demographic factors. Vacancies shall be filled by the Commissioner of Education for the remainder of the term. The Commissioner of Education or his or her designee shall be the chairperson of the commission, and the commission shall elect a vice-chairperson from among its members. Members of the commission shall not receive any compensation for their services but shall be reimbursed for their actual and necessary expenses incurred as members of the commission. (3) The commission shall cease to exist on December 31, 2026, unless extended by the Legislature.</p> <p><i>Mandates that the School Financing Review Commission:</i> shall conduct an in-depth review of the financing of the public elementary and secondary schools. The commission shall: (a) Examine the option of using income as a component in the financing of schools; (b) Examine the option of using sales tax as a component in the financing of schools, including, but not limited to, an examination of the experience of any other states with such option; (c) Examine financing methods used in other states which offer alternatives to heavy reliance on property tax; (d) Examine financing issues as they relate to the quality and performance of the schools; (e) Examine options for funding expanded prekindergarten services; (f) Examine options for funding college-readiness and career- readiness programs, including, but not limited to, programs of excellence, dual-enrollment courses, and career academies; (g) Examine the costs and resources necessary to educate poverty students and limited English proficiency students; (h) Examine methods used by other states to fund kindergarten through twelfth grade infrastructure needs; (i) Examine other issues related to public elementary and secondary school finance as necessary and as determined by the chairperson; (j) Prepare a report on the progress of the work of the commission and submit it electronically to the Legislature on or before December 31, 2020; and (k) Prepare a preliminary report and present it to the Legislative Council in November 2021. A final report with recommendations on maintaining adequate and equitable funding for public schools in light of information gathered through the review shall be presented to the Governor, the State Board of Education, and the Legislature by December 1, 2021.</p>

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					<p><i>On or before July 1 of each even-numbered year beginning in 2022, the School Financing Review Commission shall report to the Governor, to the State Board of Education, and electronically to the Legislature on the adequacy of school funding sources. The State Department of Education and the staff of the Revenue Committee, the Education Committee, and the Appropriations Committee of the Legislature, with the consent of the chairpersons of such committees, may assist as needed and requested by the chairperson of the commission in accordance with guidelines developed by the commission.</i></p> <p><i>Continue to reimburse school districts, educational service units, special education cooperatives created by school districts, agencies, and parents or guardians for costs associated allowable transportation cost. However now the reimbursement applies exclusively to children with disabilities and shall be 80% of the costs, rather than the total amount as the rule historically.</i></p>
LB336	Hansen		Government, Military and Veterans Affairs 03/07/2019	In Committee 01/18/2019	Change the vote required to exceed certain budget limitations
					<p><i>Under LB336, a governmental unit may exceed the limit on their budget for a fiscal year by up to an additional one percent upon the affirmative vote of a majority of the governing body. (Previously 75% of the governing body.)</i></p>
LB343	Halloran		Judiciary 02/28/2019	In Committee 01/18/2019	Adopt the School Safety Rapid Response Option Act and authorize schools to allow employees to carry concealed handguns
					<p><i>LB343 proposes to adopt the School Safety Rapid Response Option Act, which allows in schools (public, private, denominational, or parochial elementary, vocational, or secondary school, any private postsecondary career school or any postsecondary educational institution) handgun carried as a concealed handgun by a school employee who is authorized to do so pursuant to a program developed under the School Safety Rapid Response Option Act and who is a holder of a valid permit issued under the Concealed Handgun Permit Act.</i></p>
LB346	Wishart	Support	Education 02/26/2019	In Committee 01/18/2019	Change special education reimbursements
					<p><i>Limits previous special education and support services rules to school fiscal years prior to school fiscal year 2018-19. Whereas, for special education and support services provided in school fiscal years 2018-19 and 2019-20, the State Department of Education shall reimburse each school district in the following school fiscal year at least sixty percent of the total excess allowable costs for all special education programs and support services provided by such school district. If the appropriation for special education approved by the Legislature exceeds, after subtracting amounts set aside pursuant to subsection (5) of this section, an amount equal to sixty percent of the aggregate total excess allowable costs for all special education programs and support services provided by school districts, the reimbursement percentage shall be the ratio of the difference of the appropriation for special education approved by the Legislature minus the amounts set aside pursuant to subsection (5) of this section divided by the aggregate total excess allowable costs for all special education programs and support services provided by school districts.</i></p> <p><i>For special education and support services provided in school fiscal years 2020-21 and 2021-22, the State Department of Education shall reimburse each school district in the following school fiscal year at least seventy percent of the total excess allowable costs for all special education programs and support services provided by such school district. If the appropriation for special education approved by the Legislature exceeds, after subtracting amounts set aside pursuant to subsection (5) of this section, an amount equal to seventy percent of the aggregate total excess allowable costs for all special education programs and support services provided by school districts, the reimbursement percentage shall be the ratio of the difference of the appropriation for special education approved by the Legislature minus the amounts set aside pursuant to subsection (5) of this section divided by the aggregate total excess allowable costs for all special education programs and support services provided by school districts.</i></p> <p><i>For special education and support services provided in school fiscal year 2022-23 and each school fiscal year thereafter, the State Department of Education shall reimburse each school district in the following school fiscal year at least eighty percent of the total excess allowable costs for all special education programs and support services provided by such school district. If the appropriation for special education approved by the Legislature exceeds, after subtracting amounts set aside pursuant to subsection (5) of this section, an amount equal to eighty percent of the aggregate total excess allowable costs for all special education programs and support services provided by school districts, the reimbursement percentage shall be the ratio of the difference of the appropriation for special education approved by the Legislature minus the amounts set aside pursuant to subsection (5) of this section divided by the aggregate total excess allowable costs for all special education programs and support services provided by school districts.</i></p> <p><i>Changes the aggregate amount of General Funds appropriated for special education programs and support services</i></p>
LB350	Morfeld	Support	Education 03/19/2019	In Committee 01/18/2019	Provide a budget exception for expanded learning opportunity programs
					<p><i>For each school fiscal year, a school district may exceed its budget authority for the general fund budget of expenditures as calculated pursuant to section 79-1023 for such school fiscal year by a specific dollar amount for the proposed following exclusion (in addition to those already legislated): For districts with more than one thousand students, expenditures up to one hundred thousand dollars, and for districts with one thousand or fewer students, expenditures up to fifty thousand dollars for expanded learning opportunity programs as defined in section 79-2503 or for school-based or school-linked activities and programs that utilize school-community partnerships to expand opportunities for students to participate in educational activities outside the normal classroom.</i></p>

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LB351	Morfeld	Support	Education 03/19/2019	In Committee 01/18/2019	Provide for school district levy and bonding authority for cybersecurity and violence prevention <i>On and after April 19, 2016, the school board of any school district may make a determination that an additional property tax levy is necessary for a specific project to address (amended from specific abatement to address). This bill adds cybersecurity, violence protection, and other possible specific projects allowed under this rule.</i>
LB358	Walz		Education 03/26/2019	In Committee 01/18/2019	Change provisions related to early childhood education in the Tax Equity and Educational Opportunities Support Act <i>LB358 eliminates obsolete provisions regarding the definition of 'adjusted general fund operating expenditures', 'Qualified early childhood education average daily membership', 'Qualified early childhood education fall membership', 'Regular route transportation'. The bill then provides instruction for the calculation of certified state aid, for various taxable years. Defines of what a school district should be responsible for relating to the Tax Equity and Educational Opportunities Support Act.</i>
LB377	DeBoer		Judiciary 03/06/2019	In Committee 01/18/2019	Provide for voidability of certain releases from liability <i>LB377 reads: An agreement to release another person or entity from liability for personal injury or death, if entered into within thirty days after the date the personal injury or death occurred, shall be voidable by the releasor. The agreement shall be void upon written notification by the releasor to the other party or parties to the agreement. Such notification must occur within one hundred twenty days after the initial execution of the agreement. The Revisor of Statutes shall assign section 1 of this act to Chapter 25, article 21.</i>
LB386	Erdman		Government, Military and Veterans Affairs 02/21/2019	In Committee 01/22/2019	Change provisions relating to cash reserves under the Nebraska Budget Act <i>LB386 proposes to amend section 13-504 in order to change provisions relating to cash reserves, provide an operative date of July 1, 2019, repeal original section 13-504, and declare an emergency.</i>
LB391	Hansen		Judiciary 02/14/2019	In Committee 01/22/2019	Change duties of peace officers taking juveniles into custody or interrogating juveniles and prohibit use of statements taken in violation of the rights of a juvenile <i>This bill relates to the Nebraska Juvenile Code. It proposes to amend sections 29-401, 43-248.01, and 43-249, Reissue Revised Statutes of Nebraska, and sections 43-250 and 43-2, 129, Revised Statutes Cumulative Supplement, 2018. In addition to defining a term, this bill would require notification of a juvenile's parent, guardian, custodian, or relative when a juvenile is taken into custody, require an advisement of a juvenile's rights to be given when a juvenile is taken into custody, require that a juvenile's parent, guardian, custodian, or relative be present when requested, and prohibit the use of certain statements in court proceedings. And repeal the original sections.</i>
LB393	Groene	Monitor	Revenue 02/08/2019	In Committee 01/22/2019	Increase the documentary stamp tax <i>In 76-901, this bill would impose a tax on the grantor executing the deed as defined in section 76-203 upon the transfer of a beneficial interest in or legal title to real estate at the rate of \$3.25 (amended up from two dollars and twenty-five cents) for each one thousand dollars value or fraction thereof. And the one dollar of such amount shall be credited to the Property Tax Credit Cash Fund.</i>
LB398	DeBoer	Support	Education 02/19/2019	In Committee 01/22/2019	Change learning community levy and diversity plan requirements <i>LB398 proposes to remove a limitation on the use of a levy, change a reporting deadline, and provisions relating to diversity plans. Original sections proposed to be repealed</i>
LB410	Kolowski	Monitor	Revenue 03/14/2019	In Committee 01/23/2019	Exempt certain sales of clothing and footwear from sales and use taxes <i>Under LB410, sales and use taxes shall not be imposed on the gross receipts from the sale, use, or other consumption in this state of the following items of tangible personal property, if sold between 12:01 a.m. on the first Friday of August and 11:59 p.m. the following Saturday: clothing items with a sales price of \$100 or less per item AND footwear with a sales price of \$150 or less per item.</i>
LB415	Friesen		Government, Military and Veterans Affairs 02/13/2019	In Committee 01/23/2019	Repeal recall provisions for political subdivisions <i>LB415 proposes political subdivision ballot questions shall no longer include recalls.</i>

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LB416	Friesen	Monitor	Education 03/04/2019	In Committee 01/23/2019	Change distribution of funds from the temporary school fund and from fines and licenses
<p><i>On or before February 25 following receipt of the exhibit from the State Treasurer pursuant to 79-1035 subsection (1), the Commissioner of Education shall make the apportionment of the temporary school fund to each school district as follows: From the whole amount, less the amount of income from solar and wind agreements on school lands, there shall be paid to those districts in which there are school or saline lands, which lands are used for a public purpose, an amount in lieu of tax money that would be raised if such lands were taxable, to be fixed in the manner prescribed in section 79-1036; and the remainder shall be apportioned to school districts proportionally based on the average daily membership for each school district for the most recently available complete data year as defined in section 79-1003. The calculation of apportionment for each school fiscal year shall include any correction to the prior school fiscal year's apportionment.</i></p> <p><i>Also, section 79-1037, Reissue Revised Statutes of Nebraska, would be amended under this bill to read:</i></p> <p><i>(1) Each county treasurer shall add (a) all money received by the county treasurer of his or her county on account of fines and licenses, (b) the proceeds from the sale of schoolhouses, sites, or other property of a school district, and (c) all unexpended balances of proceeds of taxes levied by a district when the district has been taken by the United States for any defense, flood control, irrigation, or war project. (2) The sum total referred to in subsection (1) of this section shall be distributed to the school districts of the county proportionally based on the average daily membership for each such school district for the most recently available complete data year as defined in section 79-1003.</i></p>					
LB420	Bolz	Monitor	Revenue 02/21/2019	In Committee 01/23/2019	Adopt the Property Tax Circuit Breaker Act
<p><i>The purpose of the Property Tax Circuit Breaker Act is to provide tax relief through a refundable income tax credit for taxpayers with limited income available to pay property taxes.</i></p> <p><i>A qualifying residential (or agricultural) taxpayer may apply to the Department of Revenue for a refundable income tax credit under the Property Tax Circuit Breaker Act from January 1 to April 15 of each year beginning in 2020. The application shall be made on a form developed by the department.</i></p> <p><i>Qualifying residential taxpayer means an individual who owns or rents his or her principal residence in the State of Nebraska and who has federal adjusted gross income of less than one hundred thousand dollars for a married filing jointly taxpayer or fifty thousand dollars for any other taxpayer.</i></p> <p><i>Qualifying agricultural taxpayer means an individual who owns agricultural land and horticultural land that is located in this state and that has been used as part of a farming operation which has federal adjusted gross income of less than three hundred fifty thousand dollars in the most recently completed taxable year.</i></p> <p><i>The department may certify tax credits under this section of up to one hundred seven million six hundred thousand dollars for each taxable year. If the total amount of tax credits calculated under subsection (2) of this section for all applications received in any year exceeds one hundred seven million six hundred thousand dollars, the department shall certify tax credits in proportionate percentages based upon the ratio of the amount of tax credits requested in each application to the total amount of tax credits requested in all applications so that the limitation in this subsection is not exceeded</i></p>					
LB423	Howard		Health and Human Services 02/21/2019	In Committee 01/23/2019	Change and eliminate provisions relating to school-based health centers under the Medical Assistance Act
<p><i>Through redefinition this bill changes and eliminates provisions relating to school-based health centers under the Medical Assistance Act. Specifically, to qualify as a 'school-based health center' the center no longer needs to provide school-based health services onsite during school hours to children and adolescents by health care professionals in accordance with state and local laws, rules, and regulations, established standards, and community practice. Nor does the center have to avoid performing abortion services or refer or counsel for abortion services and does not dispense, prescribe, or counsel for contraceptive drugs or devices. Nor does the center have to avoid servicing as a child's or adolescent's medical or dental home but augment and support services provided by the medical or dental home.</i></p> <p><i>A specific definition of school-based health services will be repealed.</i></p> <p><i>Original section 68-907, Reissue Revised Statutes of Nebraska, would be repealed.</i></p> <p><i>Section 68-968, Reissue Revised Statutes of Nebraska, would be outright repealed.</i></p>					
LB431	Groene	Monitor	Education 03/12/2019	In Committee 01/23/2019	Change school finance base limitation and local effort rate provisions
<p><i>LB431 Amended into LB675 by ComAM1308</i></p>					

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					<i>LB431 mandates, along with minor related changes, that for school fiscal year 2019-20: (a) For state aid certified pursuant to section 79-1022, the local effort rate shall be the maximum levy, for the school fiscal year for which aid is being certified, authorized pursuant to subdivision (2)(a) of section 77-3442 less XX cents (still yet undetermined); (b) for the final calculation of state aid pursuant to section 79-1065, the local effort rate shall be the rate which, when multiplied by the total adjusted valuation of all taxable property in local systems receiving equalization aid pursuant to the Tax Equity and Educational Opportunities Support Act, will produce the amount needed to support the total formula need of such local systems when added to state aid appropriated by the Legislature and other actual receipts of local systems described in section 79-1018.01; and (c) the local effort rate yield for such school fiscal years shall be determined by multiplying each local system's total adjusted valuation by the local effort rate.</i>
LB444	McDonnell		Revenue 02/21/2019	In Committee 01/23/2019	Provide a homestead exemption for certain dwelling complexes
					<i>lb444 amended into lb470 by comAM896</i>
					<i>Section 77-3502 would under this bill now include an additional meaning for "Homestead", specifically: a dwelling complex and any related amenities located on a United States Department of Defense military installation in this state if (a) the owner of record of the land upon which such installation is situated is the United States Government or any instrumentality thereof, (b) such complex and amenities are developed pursuant to a federal military housing privatization initiative, and (c) such complex and amenities are provided primarily for use by military personnel of the United States and, as applicable, their families.</i>
LB456	Lathrop	Monitor	Revenue 03/14/2019	In Committee 01/23/2019	Provide a sales and use tax exemption for certain machinery and equipment used to produce electricity
					<i>Manufacturing machinery and equipment means any machinery or equipment purchased, leased, or rented by a person engaged in the business of manufacturing for use in manufacturing, including, but not limited to: Machinery or equipment for use in the production of electricity by using one or more sources of renewable energy to produce electricity for sale, including machinery or equipment used to store such electricity. For purposes of this subdivision, source of renewable energy includes, but is not limited to, wind, solar, geothermal, hydroelectric, biomass, and transmutation of elements.</i>
LB458	Lathrop		Judiciary 03/15/2019	In Committee 01/23/2019	Change provisions relating to child abuse or neglect
LB459		Monitor	Health and Human Services 02/08/2019	In Committee 01/23/2019	Change criminal background check provisions under the Child Care Licensing Act
					<i>LB459 amended into 460 by ComAM1211</i>
					<i>LB 459 authorizes the Department of Health and Human Services to require FBI fingerprint background checks for all licensed family child care home II providers, child care centers, and school-age only centers.</i>
LB466	Howard		Executive Board 02/14/2019	In Committee 01/23/2019	Adopt the Redistricting Act
					<i>The purpose of the Redistricting Act is to establish procedures to divide the State of Nebraska into districts by designating boundary lines based on population for the representatives from the State of Nebraska to the United States House of Representatives, the judges of the Supreme Court, and the members to be elected to the Legislature, the Board of Regents of the University of Nebraska, the Public Service Commission, and the State Board of Education. The districts shall be established by maps incorporated by reference into legislation enacted by the Legislature.</i>
					<i>If the Legislature fails to enact legislation to provide for district boundaries for any entity listed in section 3 of this act prior to adjournment of the legislative session, the Governor shall call a special session within thirty days after the adjournment sine die of such legislative session and the director and the committee shall begin with a new initial version of the map during the special session and otherwise comply with the Redistricting Act.</i>
					<i>For purposes of the Redistricting Act: 1) Committee means the Redistricting Committee of the Legislature; 2) Director means the Director of Research of the office of Legislative Research or his or her designee. The maps to be established under the Redistricting Act shall be drawn using state-issued computer software and politically neutral criteria, including: Equal population; No political affiliation; No previous voting data; Only data and demographic information from the United States Bureau of the Census; Deference to county and municipal boundary lines when appropriate; and Contiguous districts.</i>
					<i>The director shall deliver initial versions of the maps to be established under the Redistricting Act to the Legislature to be placed on General File no later than fifteen calendar days after the director receives the federal decennial census data from the United States Bureau of the Census in the year after the census. The legislative bills incorporating the initial version of the maps shall not be placed on the agenda for General File consideration until after the committee delivers its report under this act.</i>

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<p><i>No changes other than corrective amendments shall be allowed to the initial version of the maps to be established under the Redistricting Act or the legislative bills incorporating the maps. If one or more of the legislative bills incorporating the initial version of the maps fail to pass on Final Reading or are vetoed by the Governor, the director shall prepare a second version of the map for each such legislative bill as provided in this act.</i></p>					
LB467	Vargas		Executive Board 02/14/2019	In Committee 01/23/2019	Prohibit consideration of certain factors in redistricting
<p><i>In drawing boundaries for legislative districts, no consideration shall be given to the political affiliation of registered voters, demographic information other than population figures, or the results of previous elections, except as may be required by federal law and the Constitution of the United States.</i></p>					
LB473	Dom		Revenue 02/28/2019	In Committee 01/23/2019	Change revenue and taxation provisions relating to judgments against public corporations and political subdivisions, authorize certain loans, and provide powers and duties to the State Treasurer
<p><i>If constitutional or statutory provisions prevent any public corporation or political subdivision from budgeting sufficient funds to pay any judgment in its entirety, the governing body of the public corporation or political subdivision shall pay that portion that can be paid under the Constitution of Nebraska and laws of this state and then shall make application to the State Treasurer for the loan of sufficient funds to pay the judgment in full.</i></p> <p><i>When application is made for such a loan, the State Treasurer shall make such investigation as he or she deems necessary to determine the validity of the judgment and the inability of the public corporation or political subdivision to make full payment on the judgment, and the period of time during which the public corporation or political subdivision will be able to repay the loan. After determining that such loan will be proper, the State Treasurer shall make the loan from funds available for investment in the state treasury, which loan shall carry an interest rate of one-half of one percent per annum. The State Treasurer shall determine the schedule for repayment, and the governing body of the public corporation or political subdivision shall annually budget and levy a sufficient amount to meet the schedule until the loan, with interest, has been repaid in full.</i></p>					
LB477	Vargas		Revenue 02/13/2019	Final Reading 02/04/2020	Provide an income tax exemption for Segal AmeriCorps Education Awards
<p><i>Specifically, the text states, For taxable years beginning or deemed to begin on or after January 1, 2020, under the Internal Revenue Code of 1986, as amended, federal adjusted gross income shall be reduced by the amount received as a Segal AmeriCorps Education Award, to the extent such amount is included in federal adjusted gross income.</i></p>					
LB482	Erdman		Revenue 02/27/2019	In Committee 01/24/2019	Provide for an adjustment to the assessed value of destroyed real property
<p><i>For purposes of Chapter 77 and any statutes dealing with taxation, unless the context otherwise requires, "destroyed real property" means real property that is destroyed by fire or other natural disaster after January 1 and before October 1 of any year.</i></p> <p><i>It shall be the duty of the county assessor to report to the county board of equalization all real property in his or her county that becomes destroyed real property during any year.</i></p> <p><i>If the county board of equalization receives a report of destroyed real property pursuant to the above, the county board of equalization shall adjust the assessed value of the destroyed real property to an amount as the bill describes.</i></p>					
LB483	Erdman		Revenue 02/21/2019	General File 03/20/2019	Change the valuation of agricultural land and horticultural land
<p><i>'Agricultural land and horticultural land' means a parcel of land, excluding land associated with a building or enclosed structure located on the parcel, which is primarily used for agricultural or horticultural purposes, including wasteland lying in or adjacent to and in common ownership or management with other agricultural land and horticultural land.</i></p> <p><i>Agricultural land and horticultural land shall constitute a separate and distinct class of property for purposes of property taxation, shall be subject to taxation, unless expressly exempt from taxation, and shall be valued at its agricultural productivity value.</i></p> <p><i>For tax year 2020 and each tax year thereafter, the agricultural productivity value of agricultural land and horticultural land shall be determined based upon the land's capitalized net earning capacity (as prescribed).</i></p>					

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LB484	Lowe		Judiciary 03/15/2019	In Committee 01/24/2019	Change provisions relating to assault on certain employees and officers <i>This bill is cleaning up sections related to assault on a public safety officer (including, peace officers, probation officers, firefighters, out-of-hospital emergency care providers, employees of DHHS working at a youth rehabilitation and treatment center or at a regional center, employees of the DHHS if the person committing the offense is committed as a dangerous sex offender under the Sex Offender Commitment Act.</i> <i>It outlines penalties, mental states necessary for violations, and defines terms (such as, public safety officer or health care professional in the first, second, or third degree).</i>
LB488	Howard		Education 03/25/2019	In Committee 01/24/2019	Adopt school district requirements for mental health education and change school district requirements for drug awareness and prevention <i>Beginning with school year 2020-21, each school district shall incorporate age-appropriate mental health education into the school program. Mental health education shall include, but not be limited to, defining mental health, recognizing mental health warning signs, identifying characteristics of mental wellness, and utilizing resources for assistance with mental health issues.</i> <i>Such education shall include:</i> <i>(1) Strategies to prevent illegal use of alcohol, tobacco, and other</i> <i>(2) Strategies to reduce or eliminate the incidence and prevalence of student alcohol, tobacco, and drug abuse;</i> <i>(3) Strategies to reduce the factors that place students at risk of abusing alcohol, tobacco, and other drugs;</i> <i>(4) The development of school environments and alternative activities that are alcohol, tobacco, and drug-free; AND</i> <i>(5) At least sixty minutes of instruction for each student on the dangers of opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.</i>
LB493	Wayne		Revenue 02/28/2019	In Committee 01/24/2019	Change provisions relating to property tax exemptions under the Nebraska Housing Agency Act <i>This bill repeals the requirement that real property tax exemptions under the Nebraska Housing Agency Act be for properties "wholly owned" controlled affiliates of a housing agency.</i>
LB495	Wayne		Education 02/11/2019	In Committee 01/24/2019	Provide for collection of data on student disciplinary actions <i>The State Board of Education shall implement a statewide system for collecting data on school disciplinary measures and law enforcement referrals.</i> <i>School districts shall provide the state board with individual student data in order to implement the statewide system. Data shall be collected in such a manner that it may be disaggregated by race or ethnicity, gender, grade level, and whether the student has an identified learning or behavioral disability.</i>
LB497	Friesen		Revenue 02/14/2019	In Committee 01/24/2019	Adopt the School District Property Tax Authority Act and change revenue and taxation provisions <i>LB497 would adopt the School District Property Tax Authority Act, increase alcohol taxes from \$.31 per gallon for beer to \$1.38, change the valuation of agricultural land and horticultural land for school district taxation purposes, terminate the exemptions provided under the Personal Property Tax Relief Act and certain sales tax exemptions, increase the cigarette tax, impose sales and use taxes on certain services, transfer certain revenue to the Cash Reserve Fund, change the levy limit for school districts, and change the Tax Equity and Educational Opportunities Support Act</i>
LB499	Morfeld		Health and Human Services 03/27/2019	In Committee 01/24/2019	Provide requirements for services by psychologists <i>A psychologist and any supervisee shall conduct their professional activities in conformity with the code of conduct.</i> <i>Code of conduct means a version of the American Psychological Association Ethical Principles of Psychologists and Code of Conduct as adopted by the board.</i> <i>A psychologist shall not accept a professional role that is outside the psychologist's scope of competence.</i> <i>A psychologist shall not accept a professional role when the psychologist has a conflict of interest that could adversely affect the provision of such services. A psychologist shall decline to provide services in a manner consistent with the code of conduct.</i>

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					<p><i>When a psychologist is unable to provide a professional service with an established patient, the psychologist shall make a professional referral, taking into consideration the patient's condition, needs, abilities, and circumstances, in a manner that protects the safety of the patient and the public.</i></p> <p><i>Original sections 38-3105 and 38-3129, Reissue Revised Statutes of Nebraska, are repealed.</i></p>
LB502	Hunt		Judiciary 03/28/2019	In Committee 01/24/2019	<p>Adopt the Limited Immigration Inquiry Act</p> <p><i>The purpose of the Limited Immigration Inquiry Act is to promote the health and safety of all residents of Nebraska by encouraging immigrants to cooperate with the government, especially in reporting violations of the law.</i></p> <p><i>Unless required by court order or federal law or required or permitted by state law, no peace officer or government employee or official shall inquire into the immigration status of any person who interacts with such peace officer, employee, or official or with a government agency or law enforcement agency or ask for such person's social security number or other information that would disclose such person's immigration status.</i></p> <p><i>Each law enforcement agency and each government agency to which residents regularly walk in to report violations of the law or to complain about government operations shall post prominent signs describing the policy under the Limited Immigration Inquiry Act of not asking about residents' immigration status.</i></p> <p><i>Nothing in the Limited Immigration Inquiry Act is intended to prevent peace officers or government employees or officials from knowing a person's immigration status or viewing a document that might provide evidence of a person's immigration status, so long as the person has volunteered the information or document to the peace officer, employee, or official.</i></p> <p><i>Unless required by court order or federal law or required or permitted by state law, if a peace officer or government employee or official learns of a person's immigration status, the peace officer, employee, or official shall keep such status confidential and not disclose it to third parties, including other peace officers, law enforcement agencies, government employees or officials, or government agencies.</i></p> <p><i>A peace officer may inquire into a person's immigration status if required by state or federal law.</i></p> <p><i>The Nebraska Commission on Law Enforcement and Criminal Justice shall develop training to assist law enforcement agencies and other government agencies in understanding and complying with the Limited Immigration Inquiry Act.</i></p>
LB506	Briese	Oppose	Revenue 02/27/2019	In Committee 01/24/2019	<p>Adopt the Property Tax Request Limitation Act</p> <p><i>The act would limit the growth of property tax increases in Nebraska to the greater of 2.5% or the Consumer Price Index increase, with allowances for increases in enrollment of LEP students, poverty students, and all students. The allowable growth of property tax collections would decrease with additional school funding from non-property tax sources, and would be allowed to increase with reductions in school funding from non-property tax sources. Districts may carry forward unused authority, and may increase its collections by an amount tied to district enrollment tiers with a 75% majority of the school board voting to do so. Lastly, a district may exceed all other limitations on property tax request authority provided in this bill with the approval of 60% of voters.</i></p>
LB507	Briese	Monitor	Revenue 03/01/2019	In Committee 01/24/2019	<p>Impose sales tax on certain services and eliminate sales tax exemptions</p> <p><i>The bill eliminates a series of sales tax exemptions including: Laundromats, telefloral deliveries, prepaid calling arrangements, school lunches and meals sold by institutions at a flat rate, lease to purchase agreements (for nonprofits, governments, and exempt entities), Nebraska lottery, admissions to school events, fine art purchases by a museum (for services purchased for nonbusiness use), motor vehicle cleaning, maintenance, and repair services; cleaning and repair of clothing; cleaning, maintenance, and repair of other tangible personal property; maintenance, painting, and repair of real property; entertainment admissions; personal care services; lawn care, gardening, and landscaping services; pet-related services; storage and moving services; other personal services; taxi, limousine, and other transportation services; legal services; and accounting services.</i></p>
LB508	Briese	Monitor	Revenue 03/01/2019	In Committee 01/24/2019	<p>Impose sales and use taxes on certain services, eliminate sales tax exemptions, and use the increased revenue for property tax credits.</p> <p><i>LB508 eliminates political campaign fundraisers from the consumer goods required to be itemized in the departments review/report of the major tax exemptions for which state general funds are used to reduce the impact of revenue lost due to a tax expenditure. (among other changes similar but different than those found in Briese's LB507 above.</i></p>
LB513	Briese	Oppose	Education 02/04/2019	In Committee 01/24/2019	<p>Change requirements for the issuance of certain school district bonds</p> <p><i>LB 513 would require that, in school districts whose total valuation of appraised land is made up of 75% or more agricultural and horticultural land, 60% of those voting on educational bonds will be required to approve the measure in order for it to pass.</i></p>

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LB515	Vargas		Education 02/11/2019	Select File 02/18/2020	Change provisions relating to the Student Discipline Act
<p><i>Under LB515, "mandatory reassignment" would mean the involuntary transfer of a student to another school.</i></p> <p><i>After a suspension of a student, the principal shall send a written statement to the student and his or her parent or guardian describing the student's conduct, misconduct, or violation of the rule or standard and the reasons for the action taken (this needs to be done within twenty-four hours or such additional time as is reasonably necessary, not to exceed an additional forty-eight hours, following such suspension.</i></p> <p><i>Suspended student shall have the opportunity to complete classwork and homework. Further, at the conclusion of an expulsion, a school district shall reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of his or her expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.</i></p> <p><i>Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student is grounds for long-term suspension, expulsion, or mandatory reassignment. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision. Personal injury shall be considered caused by accident when the damage or consequences of the act that caused the injury were unintentional, unforeseen, or unexpected.</i></p> <p><i>If a principal makes a decision to discipline a student by long-term suspension, expulsion, or mandatory reassignment, the decision as to the recommended discipline shall be made within two school days after learning of the alleged student misconduct and initiating proceedings under the Student Discipline Act.</i></p> <p><i>The bill takes further efforts to ensure students have access to classwork and homework, including, in certain scenarios, examinations administered during relevant times.</i></p>					
LB521	McDonnell	Monitor	Transportation and Telecommunications 03/05/2019	In Committee 01/24/2019	Change and eliminate provisions relating to automated vehicles
<p><i>LB521 defines "driverless-capable vehicle" to mean a motor vehicle equipped with an automated driving system capable of performing all aspects of the dynamic driving task within its operational design domain, if any, including achieving a minimal risk condition, without any intervention or supervision by a conventional human driver, so long as a conventional human driver is physically present in the vehicle and able to take control of the vehicle.</i></p> <p><i>An on-demand driverless-capable vehicle network would, under LB521, no longer be for transporting goods, only persons. And must have a person physically present when operating on public roads of this state.</i></p> <p><i>Other changes are made relating to school crossings and driverless vehicles, as well as to the state or a political subdivisions capacity to impose requirements specific to the operation of automated-driving-system-equipped vehicles, automated driving systems, or on-demand driverless-capable vehicle networks and their related taxes.</i></p>					
LB527	Bolz	Monitor	Business and Labor 02/04/2019	General File 05/13/2019	Adopt the Customized Job Training Act
<p><i>The Customized Job Training Act shall be administered by the Department of Economic Development to provide funds in the form of grants to employers for reimbursement of job training expenses as set forth in the act.</i></p> <p><i>The Customized Job Training Cash Fund is created. Funds in the Customized Job Training Cash Fund shall be used for (1) general administrative costs of awarding job training reimbursement grants under the Customized Job Training Act and (2) job training reimbursement grants. Any money in the fund available for investment shall be invested by the state investment officer pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act.</i></p> <p><i>Employers applying for job training reimbursement grants under the Customized Job Training Act shall apply to the Department of Economic Development. The department shall provide job training reimbursement grants for job training programs for jobs that are net new jobs. The job training reimbursement grants shall be in proportion to the committed number of net new jobs created. The amount of each grant and number of grants awarded shall be determined by the department based upon available funding.</i></p> <p><i>The department shall create a job training reimbursement grant application, have authority to approve applications, and authorize the total amount of job training reimbursement grants expected to be awarded as a result of the training if the Director of Economic Development is satisfied that the plan in the application defines training that meets the eligibility requirements.</i></p>					

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The department shall submit an annual report electronically to the Appropriations Committee of the Legislature that includes the total number of job training reimbursement grants awarded, the total dollar amount of job training reimbursement grants awarded and to whom, the total expenditures made in administering the Customized Job Training Act, the number of individuals trained, the average wage of net new jobs, and a summary of the training provided.

In order for an employer to apply for a job training reimbursement grant under the Customized Job Training Act:

- A) The jobs being trained for must be net new jobs; AND*
- B) The jobs being trained for must meet or exceed the Nebraska average annual wage.*

Trainings must comply with the outlined criteria. And an employer receiving a grant shall provide to the Department of Economic Development certain specific documentation as prescribed in the bill.

And 48-622.01 would be amended to read, in pertinent part, as it relates to the State Unemployment Insurance Trust Fund, that all state unemployment insurance tax collected under sections 48-648 to 48-661, less refunds, shall be paid into the fund, except that the first 0.06% collected shall be deposited in the Customized Job Training Cash Fund.

LB529	Groene		Revenue 02/28/2019	In Committee 01/24/2019	Change provisions relating to a property tax exemption for hospitals
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For property tax exemption purposes under 77-202: Property owned by educational, religious, charitable, or cemetery organizations, or any organization for the exclusive benefit of any such educational, religious, charitable, or cemetery organization, and used exclusively for educational, religious, charitable, or cemetery purposes, when such property is not (i) owned or used for financial gain or profit to either the owner or user, (ii) used for the sale of alcoholic liquors for more than twenty hours per week, or (iii) owned or used by an organization which discriminates in membership or employment based on race, color, or national origin.

For tax year 2020 and each tax year thereafter, in order for property of a hospital to qualify for exemption under the above rule, the hospital must permit licensed medical practitioners in the community to use the hospital's facilities regardless of whether the practitioner is employed by the hospital, except that a hospital may prohibit a practitioner from using its facilities if good cause is shown. If a hospital meets such requirement, the property of such hospital shall be exempt in proportion to the percentage of the hospital's services that are provided gratuitously. A hospital shall establish such percentage by providing documentation to the applicable county assessor showing the hospital's gross revenue for the most recently completed fiscal year and an estimate of the value of the services that the hospital provided gratuitously during such year.

LB530	Groene	Monitor	Revenue 02/21/2019	In Committee 01/24/2019	Change the valuation of agricultural land and horticultural land for property tax purposes
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Agricultural land and horticultural land as defined in section 77-1359 shall constitute a separate and distinct class of property for purposes of property taxation, shall be subject to taxation, unless expressly exempt from taxation, and shall be valued at 65% of its actual value. (Amended down from seventy-five percent.)

Agricultural land and horticultural land actively devoted to agricultural or horticultural purposes which has value for purposes other than agricultural or horticultural uses and which meets the qualifications for special valuation under section 77-1344 shall constitute a separate and distinct class of property for purposes of property taxation, shall be subject to taxation, and shall be valued for taxation at 65% of its special valuation value as defined in section 77-1343. (Amended down from seventy-five percent.)

Pursuant to section 77-5022, the commission shall have the power to increase or decrease the value of a class or subclass of real property in any county or taxing authority or of real property valued by the state so that all classes or subclasses of real property in all counties fall within an acceptable range. An acceptable range is the percentage of variation from a standard for valuation as measured by an established indicator of central tendency of assessment.

Acceptable ranges are:

- For agricultural land and horticultural land as defined in section 77-1359, fifty-nine to sixty-five percent of actual value,*
- For lands receiving special valuation, fifty-nine to sixty-five percent of special valuation as defined in section 77-1343, and*
- For all other real property, ninety-two to one hundred percent of actual value.*

This bill would change for purposes of 79-1016 what state aid value means, specifically:

- For real property other than agricultural and horticultural land, ninety-six percent of actual value. (Unchanged.)*
- For agricultural and horticultural land, sixty-two percent of actual value as provided in sections 77-1359 to 77-1363. (Amended down from seventy-two percent.)*

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					<i>For agricultural and horticultural land that receives special valuation pursuant to section 77-1344, sixty-two percent of special valuation as defined in section 77-1343. (Amended down from seventy-two percent.)</i>
LB537	Lathrop	Support	Education 03/18/2019	In Committee 01/24/2019	Change provisions relating to actions with regard to the performance or conduct of a certificated school district employee <i>LB537 would change 79-826 so that the superintendent or the superintendent's designee may take action with regard to a certificated employee's performance or conduct which is deemed reasonably necessary to assist the certificated employee and further school purposes, including: (1) Counseling; (2) oral reprimand; (3) written reprimand; and (4) performance improvement plan or other form of administrative directive to address alleged performance deficiencies; and (5) suspension without pay for not to exceed thirty working days.</i> <i>Appeals to the superintendent's action made to the school board, within seven calendar days of the superintendent's action, are timely appeals.</i>
LB563	Bolz		Education 02/05/2019	In Committee 01/24/2019	Adopt the Access College Early Tech Promise Program Act <i>Except for duties assigned to the Nebraska Community College Student Performance and Occupational Education Grant Committee as provided, the program shall be administered by the Coordinating Commission for Postsecondary Education.</i> <i>For each biennium, the committee shall establish criteria to determine what constitutes an in-demand occupation that is a high priority for the state for purposes of the Access College Early Tech Promise Program. After establishing such criteria, the committee shall designate each in-demand occupation that meets the criteria as an eligible occupation for such biennium.</i> <i>An award for an academic year shall not exceed the sum of tuition and fees plus one thousand five hundred dollars for educational expenses minus any Federal Pell Grant granted to the eligible student for such academic year. No award for an academic year shall be less than one thousand five hundred dollars. No eligible student shall be granted awards for more than two academic years pursuant to this section. The commission shall forward such amount directly to the eligible institution as payment of the tuition and mandatory fees remaining after any Federal Pell Grant for such eligible student and for distribution to such eligible student for educational expenses. Except as otherwise provided in this subsection, the commission may distribute awards pro rata on a term-by-term basis.</i> <i>The commission shall prepare an annual report on awards granted.</i>
LB565	Bolz		Nebraska Retirement Systems 02/12/2019	In Committee 01/24/2019	State legislative intent relating to a designated beneficiary determination under certain retirement systems <i>LB565 amended into LB34 by ComAM591</i> <i>LB565 proposes the following statement of intent be added to the County Employees Retirement Act:</i> <i>It is the intent of the Legislature that if a member of the retirement system is married at the time of his or her death and there is no designated beneficiary on file with the board, then the spouse married to the member on the date of the member's death is determined to be the beneficiary. If the member is not married on the date of his or her death and there is no surviving designated beneficiary on file with the board, then the benefit shall be paid to the member's estate.</i> <i>LB565 further proposes the following statement of intent be added to the School Employees Retirement Act:</i> <i>It is the intent of the Legislature that if a member of any retirement system established under the Class V School Employees Retirement Act is married at the time of his or her death and there is no designated beneficiary on file with the board of trustees, then the spouse married to the member on the date of the member's death is determined to be the beneficiary. If the member is not married on the date of his or her death and there is no surviving designated beneficiary on file with the board of trustees, then the benefit shall be paid to the member's estate.</i> <i>LB565 also proposes the following statement of intent be added to the State Employees Retirement Act:</i> <i>It is the intent of the Legislature that if a member of the retirement system is married at the time of his or her death and there is no designated beneficiary on file with the board, then the spouse married to the member on the date of the member's death is determined to be the beneficiary. If the member is not married on the date of his or her death and there is no surviving designated beneficiary on file with the board, then the benefit shall be paid to the member's estate.</i>

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					<p><i>LB565 creates an additional duty of the Public Employees Retirement Board for the administration of the retirement systems provided for in the County Employees Retirement Act, the Judges Retirement Act, the Nebraska State Patrol Retirement Act, the School Employees Retirement Act, and the State Employees Retirement Act, specifically:</i></p> <p><i>To adopt and promulgate rules and regulations consistent with the intent of the Legislature that if a member of the deferred compensation plan is married at the time of his or her death and there is no designated beneficiary on file with the board, then the spouse married to the member on the date of the member's death is determined to be the beneficiary. If the member is not married on the date of his or her death and there is no surviving designated beneficiary on file with the board, then the benefit shall be paid to the member's estate.</i></p>
LB568	Morfeld	Support	Education 03/18/2019	In Committee 01/24/2019	<p>Provide for mental health first aid training for school districts and change provisions relating to the use of lottery funds</p> <p><i>LB568 mandates the State Department of Education shall establish a mental health first aid training program for teachers and other personnel employed by a school district or an educational service unit participating in a grant under subdivision (1)(a) of section 79-1054.</i></p> <p><i>The mental health first aid training is to be delivered by trainers who are properly certified by a national organization for behavioral health to provide training meeting the requirements of this section. The program shall also provide an opportunity for teachers and other designated personnel to complete the training necessary to become certified by a national organization for behavioral health to provide mental health first aid training to other teachers and designated personnel.</i></p> <p><i>Mental health first aid training shall include training on:</i></p> <p><i>The skills, resources, and knowledge necessary to assist students in crisis to connect with appropriate local mental health care services,</i></p> <p><i>Mental health resources, including the location of local community mental health centers, AND</i></p> <p><i>Action plans and protocols for referral to such resources. (And more.)</i></p>
LB581	Albrecht		Government, Military and Veterans Affairs 03/20/2019	In Committee 01/24/2019	<p>Require the use of generally accepted accounting principles in preparing budgets under the Nebraska Budget Act</p> <p><i>Each governing body shall annually or biennially, as the case may be, prepare a proposed budget statement on forms prescribed and furnished by the auditor. The proposed budget statement shall be made in accordance with generally accepted accounting principles using the accrual basis, except that such requirement shall not apply to any political subdivision that has been granted a waiver of audit requirements pursuant to subdivision (4)(b) of section 84-304</i></p>
LB588	Stinner		Education 03/26/2019	In Committee 01/24/2019	<p>Change the local effort rate pursuant to the Tax Equity and Educational Opportunities Support Act</p> <p><i>For school fiscal year 2019-20: (a) For state aid certified pursuant to section 79-1022, the local effort rate shall be the maximum levy, for the school fiscal year for which aid is being certified, authorized pursuant to subdivision (2)(a) of section 77-3442 less three cents; (b) for the final calculation of state aid pursuant to section 79-1065, the local effort rate shall be the rate which, when multiplied by the total adjusted valuation of all taxable property in local systems receiving equalization aid pursuant to the Tax Equity and Educational Opportunities Support Act, will produce the amount needed to support the total formula need of such local systems when added to state aid appropriated by the Legislature and other actual receipts of local systems described in section 79-1018.01; and (c) the local effort rate yield for such school fiscal years shall be determined by multiplying each local system's total adjusted valuation by the local effort rate.</i></p>
LB589	Chambers	Oppose	Judiciary 02/14/2019	In Committee 01/25/2019	<p>Prohibit peace officers from serving as school resource officers</p> <p><i>Except as provided, no peace officer shall serve or work as a school resource officer, whether or not such officer is on duty as an employee of a law enforcement agency at the time of such service or work. The provisions do not apply to a peace officer who is responding to a specific request for assistance from a student, school employee, or member of the public regarding a safety threat or a criminal act, or who is providing security for an extracurricular event or activity.</i></p> <p><i>Law enforcement agency would mean an agency or department of this state or of any political subdivision of this state that is responsible for the prevention and detection of crime, the enforcement of the penal, traffic, or highway laws of this state or any political subdivision of this state, and the enforcement of arrest warrants. Law enforcement agency includes a police department, an office of a town marshal, an office of a county sheriff, the Nebraska State Patrol, and any department to which a deputy state sheriff is assigned as provided in section 84-106; Peace officer would mean any officer or employee of a law enforcement agency authorized by law to make arrests.</i></p>
LB614	Crawford	Support	Revenue 03/01/2019	In Committee 01/25/2019	<p>Change revenue and taxation provisions</p> <p><i>Increases the alcohol tax to \$8.02 per gallon on alcohol and spirits manufactured and sold by such manufacturer or shipped for sale in this state by such wholesaler in the course of such business up from \$3.95.</i></p>

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					<p><i>For each person who owns property required to be reported to the county assessor under section 77-1201, there shall be allowed, for tax years prior to tax year 2020, an exemption amount as provided in the Personal Property Tax Relief Act. For each person who owns property required to be valued by the state as provided in section 77-601, 77-682, 77-801, or 77-1248, there shall be allowed, for tax years prior to tax year 2020, a compensating exemption factor as provided in the Personal Property Tax Relief Act.</i></p> <p><i>Several other revenue and tax provisions are proposed, such as: an increase the cigarette tax, an increased imposition of sales and use taxes on candy, soft drinks, and bottled water; an increase the earned income tax credit; to change provisions relating to certain extraordinary dividends and capital gains, certain small business corporation and limited liability company income, and itemized deductions; to provide for supplemental state aid; a property tax relief allowance, increased allocated income tax funds under the Tax Equity and Educational Opportunities Support Act; an increase in reimbursement for special education.</i></p>
LB615	Hilgers	Revenue 02/20/2019		In Committee 01/25/2019	<p>Reduce income tax rates and provide for certain transfers from the Cash Reserve Fund</p> <p><i>Beginning in November 2019 and each November thereafter until the top corporate and individual income tax rates are set at five and ninety-nine hundredths percent, the Tax Rate Review Committee shall examine the expected rate of growth in net General Fund receipts from the current fiscal year to the upcoming fiscal year, as determined by the Nebraska Economic Forecasting Advisory Board, and shall determine the balance of the Cash Reserve Fund.</i></p> <p><i>If the expected rate of growth in net General Fund receipts is at least three and one-half percent for the upcoming fiscal year and the balance of the Cash Reserve Fund is at least five hundred million dollars, the Tax Rate Review Committee shall: (a) Certify such rate of growth and balance to the Tax Commissioner. Upon receipt of each such certification, the Tax Commissioner shall reduce the top corporate income tax rate in accordance with subdivision (1)(c) of section 77-2734.02 and shall reduce the top individual income tax rate in accordance with subsection (3) of section 77-2715.03; and (b) Certify such rate of growth and balance to the State Treasurer. Upon receipt of each such certification, the State Treasurer shall make the transfer prescribed in subsection (13) of section 84-612.</i></p> <p><i>Each time the State Treasurer receives certification from the Tax Rate Review Committee pursuant to subsection (3) of section 77-2715.01, he or she shall transfer seventy-five million dollars from the Cash Reserve Fund to the Property Tax Credit Cash Fund on such date as directed by the budget administrator of the budget division of the Department of Administrative Services.</i></p>
LB620	Kolowski	Transportation and Telecommunications 03/04/2019		In Committee 01/25/2019	<p>Provide for enforcement of handheld wireless communication devices as a primary action</p> <p><i>LB 620 changes the violation of texting while driving from a secondary offense to a primary offense.</i></p>
LB627	Pansing Brooks	Judiciary 02/07/2019		General File 02/19/2019 Pansing Brooks Priority Bill	<p>Prohibit discrimination based upon sexual orientation and gender identity</p> <p><i>LB627 prohibits employment discrimination based on sexual orientation and gender identity. Under LB627 it would be an unlawful employment practice for an employer, an employment agency, or a labor organization to discriminate against an individual on the basis of sexual orientation or gender identity. The Act applies to employers having 15 or more employees, employers with state contracts regardless of the number of employees, the State of Nebraska, governmental agencies and political subdivisions. Current law prohibits employment discrimination based on race, color, religion, sex, disability, marital statute or national origin.</i></p>
LB634	Hilkemann	Transportation and Telecommunications 03/04/2019		In Committee 01/25/2019	<p>Require three-point safety belt systems for school vehicles as prescribed</p> <p><i>Except as provided in subsection (2) of this section, any vehicle, regardless of the manufacturer's rated seating capacity, used by or on behalf of a school district or educational service unit for the transportation of students shall be equipped with three-point safety belt systems as defined in section 60-6,265 sufficient to allow each passenger, including the operator, to use a separate three- point safety belt system.</i></p>

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					<i>A vehicle shall be exempt from the requirements above if: (a) Such vehicle was purchased prior to the effective date of this act by the school district or educational service unit using the vehicle for the transportation of students; (b) Such vehicle is used by or on behalf of a school district or an educational service unit for the transportation of students pursuant to a contract entered into prior to the effective date of this act and such contract is not modified on or after the effective date of this act; or (c) Prior to the purchase of or contract for the use of such vehicle, a determination is agreed upon by a majority vote in an open public session of the school board or the board of the educational service unit that there is not capacity in the school district or educational service unit budget for such budget year to accommodate the additional cost to purchase or contract for the use of a vehicle or vehicles meeting the requirements of subsection (1) of this section. (3) Nothing in this section shall be construed to change any existing liability or to create any new liability for a school district or educational service unit with respect to any personal injury to a passenger in a vehicle used by or on behalf of a school district or educational service unit for the transportation of students.</i>
LB636	Stinner	Monitor	Executive Board 02/28/2019	In Committee 01/25/2019	Create the Financial Condition of Counties and Municipalities Task Force <i>The task force shall: (a) Consider whether it is advisable to create a system to effectively detect, monitor, and prevent financial distress in counties and municipalities; (b) Consider whether it is advisable to provide a rating criterion to evaluate the financial health of counties and municipalities; and (c) Provide recommendations as to the state's role in alleviating any such financial distress. The task force shall report electronically to the Executive Board of the Legislative Council no later than December 1, 2019. It is the intent of the Legislature to appropriate fifty thousand dollars to carry out this section.</i>
LB639	Stinner	Monitor	Education 02/05/2019	Introduced 01/23/2019	Adopt the H3 Careers Scholarship Act <i>H3 career means a High demand, High wage, and High skill occupation as designated by the department for purposes of the H3 Careers Scholarship Act. The act has specific requirements for eligibility for postsecondary educational institutions (in Nebraska) and for eligible students (undergraduates). It is the intent of the Legislature to appropriate ten million dollars for fiscal year 2019-20, twenty million dollars for fiscal year 2020-21, and thirty million dollars for fiscal year 2021-22 and each fiscal year thereafter to the department for awards made pursuant to the H3 Careers Scholarship Act.</i>
LB640	Howard	Monitor	Education 03/18/2019	In Committee 01/25/2019	Include study relative to the Holocaust and other genocides in provisions relating to multicultural education <i>For purposes of sections 79-719 to 79-723 relating to school curriculum, multicultural education includes, but is not limited to, studies relative to (a) the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, and Asian Americans and (b) the Holocaust and other acts of genocide, which may include, but not be limited to, such acts in Armenia, Ukraine, Cambodia, Bosnia, Rwanda, and Sudan. Special emphasis shall be placed on human relations and sensitivity toward all races.</i>
LB644	McDonnell		Business and Labor 02/11/2019	In Committee 01/25/2019	Adopt the Nebraska Workforce Diploma Act <i>For purposes of the Nebraska Workforce Diploma Act, an eligible workforce diploma program provider shall be an accredited or approved, public or private, high school provider. An eligible program provider shall also have at least two years of experience providing adult dropout recovery services, including recruitment, learning plan development, and proactive coaching and mentoring culminating in qualification for a high school diploma. An eligible program participant shall be at least twenty-two years of age and shall have not previously earned a high school diploma or high school equivalency diploma. On or before August 15, 2019, and annually thereafter, the Department of Labor shall request applications from eligible program providers to participate in the workforce diploma program. The Department of Labor shall reimburse each approved program provider participating in the workforce diploma program for the completion of the following milestones for each student: a) \$250 for the completion of five credit hours; b) \$250 for the completion of an employability skills certification program equal to at least ten credit hours; c) \$250 for the attainment of an industry-recognized credential requiring up to fifty hours of training; d) \$500 for the attainment of an industry-recognized credential requiring fifty-one through one hundred hours of training; e) \$750 for the attainment of an industry-recognized credential requiring more than one hundred hours of training; and f) \$1,000 for the attainment of a high school diploma.</i>

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LB647	Wayne	Monitor	Education 03/19/2019	In Committee 01/25/2019	Include virtual school students in the state aid to schools formula
<p><i>On or before June 30 the superintendent of each school district shall file with the Commissioner of Education a report described as an end-of-the-school-year annual statistical summary showing (a) the number of children attending school during the year under five years of age, (b) the length of time the school has been taught during the year by a qualified teacher, (c) the length of time taught by each substitute teacher, (d) the number of classes a student is required to enroll in for full-time enrollment in the district at each grade level for the school year, (e) the definition of a class used by the district for the purpose of determining full-time and part-time enrollment at each grade level for the school year, (f) the number of classes completed by each virtual school student for the school year, and (g) such other information as the Commissioner of Education directs. Virtual school student means a student who is a resident of Nebraska enrolled in and attending a virtual school on at least a part-time basis.</i></p> <p><i>On or before October 15 of each year, the superintendent of each school district shall file with the commissioner the fall school district membership report, which report shall include the number of children from birth through twenty years of age enrolled in the district on October 1 of a given school year. The report shall also include (i) students by grade level, (ii) school district levies and total assessed valuation for the current fiscal year, (iii) students enrolled in the district as option students, (iv) resident students enrolled in another district as option students, (v) students enrolled in the district as open enrollment students, (vi) resident students enrolled in another district as open enrollment students, (vii) the number of classes a student is required to enroll in for full-time enrollment in the district at each grade level for such school year, (viii) the definition of a class used by the district for the purpose of determining full-time and part-time enrollment at each grade level for such school year, (ix) the number of classes in which each virtual school student is enrolled on October 1 of such school year, and (x) such other information as the Commissioner of Education directs. Tax Equity and Educational Opportunities Support Act, virtual school means any school or educational program that:</i></p> <ul style="list-style-type: none"> <i>a) Is operated by a school district;</i> <i>b) Offers courses for credit;</i> <i>c) Uses predominantly Internet-based methods to deliver instruction;</i> <i>d) Involves instruction that occurs asynchronously with the teacher and student in separate locations;</i> <i>e) Requires the student to make academic progress toward the next grade level or high school graduation;</i> <i>f) Requires the student to demonstrate subject matter competence for each course or subject in which the student is enrolled as part of the virtual school; and</i> <i>g) Requires the student, when age-appropriate, to complete state assessments.</i> <p><i>Fall membership means, the total membership in kindergarten through grade twelve attributable to the local system as reported on the fall school district membership reports for each district, the total membership in kindergarten through grade twelve attributable to the local system, including the proportionate share of students enrolled in a public school instructional program on less than a full-time basis (which is the number of classes for which such students are enrolled in a public school instructional program in the school district on October 1 divided by the number of classes such students would be required to enroll in for full-time enrollment in the district).</i></p>					
LB648	Wayne	Monitor	Urban Affairs 03/05/2019	Introduced 01/23/2019	Change the Community Development Law
<p><i>LB648 proposes to provide requirements, in addition to those found in 18-2109, for certain redevelopment plans such that an authority shall not prepare a redevelopment plan that will divide ad valorem taxes pursuant to section 18-2147 for a period of more than fifteen years unless the governing body of the city in which the redevelopment project area is located has, by resolution adopted after the public hearings required under this section, declared more than fifty percent of the property in such redevelopment project area to be an extremely blighted area in need of redevelopment. Prior to making such declaration, the governing body of the city shall conduct or cause to be conducted a study or an analysis on whether the area is extremely blighted and shall submit the question of whether such area is extremely blighted to the planning commission or board of the city for its review and recommendation.</i></p> <p><i>The planning commission or board shall hold a public hearing on the question after giving notice of the hearing as provided in section 18-2115.01. Such notice shall include a map of sufficient size to show the area to be declared extremely blighted or information on where to find such map and shall provide information on where to find copies of the study or analysis conducted pursuant to this subsection. The planning commission or board shall submit its written recommendations to the governing body of the city within thirty days after the public hearing. Upon receipt of the recommendations of the planning commission or board, or if no recommendations are received within thirty days after the public hearing, the governing body shall hold a public hearing on the question of whether the area is extremely blighted after giving notice of the hearing as provided in section 18-2115.01.</i></p> <p><i>Such notice shall include a map of sufficient size to show the area to be declared extremely blighted or information on where to find such map and shall provide information on where to find copies of the study or analysis conducted pursuant to subsection (2) of this section. At the public hearing, all interested parties shall be afforded a reasonable opportunity to express their views respecting the proposed declaration. After such hearing, the governing body of the city may make its declaration.</i></p>					

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LB650	Wayne		Education 03/04/2019	In Committee 01/25/2019	Adopt the Teach for Nebraska Program Act and change provisions relating to the Nebraska Education Improvement Fund and the Excellence in Teaching Cash Fund <i>The Teach for Nebraska Summer Program and the Teach for Nebraska Scholarship Program are created. The summer program shall consist of an intense six-week session held during the summer for high school students conducted by the baccalaureate teacher education programs at the University of Nebraska at Kearney and the University of Nebraska at Omaha. The scholarship program shall provide scholarships to graduates of the summer program who go on to major in education at a Nebraska postsecondary educational institution. Eligible scholarship student means a student who: a) Is a graduate of the Teach for Nebraska Summer Program; b) Is enrolled in at least twenty-four semester credit hours, thirty-six quarter credit hours, or nine hundred clock hours per award year at a scholarship institution; c) Has not earned a first baccalaureate or professional degree; d) Is pursuing a degree from a teacher education program approved by the State Department of Education; e) Has applied for federal financial aid through the Free Application for Federal Student Aid for the applicable award year; f) Has successfully completed any prior award years in which such student was enrolled at a scholarship institution; and g) Complies with all other provisions of the Teach for Nebraska Program Act and any rules and regulations related hereto. Eligible summer student means a student who: a) Completed either grade eight or grade eleven at the end of the school year immediately preceding participation in the program; b) Qualified for free lunches or free milk pursuant to the federal Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq., as such act existed on January 1, 2019, for the school year immediately preceding participation in the program; c) Has a cumulative grade-point average of 2.0 or higher on a 4.0 scale; and d) Is enrolled for the upcoming school year in one or more college.</i>
LB656	Wayne		Education 03/26/2019	In Committee 01/25/2019	Adopt the Nebraska Education Formula, terminate the Tax Equity and Educational Opportunities Support Act, and change levy limits and the base limitation for school districts <i>Designed to adopt the Nebraska Education Formula; to change levy limitations for school districts; to change the base limitation rate for school districts; to change procedures to override levy limitations for school districts; to limit the applicability of and terminate the enrollment option program; to limit the applicability of and terminate the Tax Equity and Educational Opportunities Support Act; to harmonize provisions; to provide operative dates; to provide severability; to repeal the original sections; and to outright repeal sections 43-2513, 79-977, 79-1083.01, and 79-2110.01, Reissue Revised Statutes of Nebraska, and sections 79-245, 79-529, 79-1041, 79-1065.02, 79-1073, 79-10,126.01, and 79-10,145, Revised Statutes Cumulative Supplement, 2018.</i>
LB662	Friesen		Education 02/12/2019	In Committee 01/25/2019	Terminate the Tax Equity and Educational Opportunities Support Act <i>The Tax Equity and Educational Opportunities Support Act shall be applicable for state aid calculated and distributed pursuant to the act for school fiscal years through school fiscal year 2021-22. The Tax Equity and Educational Opportunities Support Act shall terminate on July 1, 2022.</i>
LB664	Friesen		Revenue 02/20/2019	In Committee 01/25/2019	Provide for certain income tax deductions <i>For taxable years beginning or deemed to begin on or after January 1, 2020, under the Internal Revenue Code of 1986, as amended, federal adjusted gross income shall be reduced as provided. Numerous deductions are enumerated. 77-2716 There are adjustments to federal adjusted gross income or, for corporations and fiduciaries, federal taxable income shall be made for interest or dividends. There are provisions relating to taxable items when in an oil industry or possessing property "for further manufacturer". There are construction trade exemptions and qualified production activities, and more.</i>
LB667	Vargas	Monitor	Business and Labor 02/04/2019	Introduced 01/23/2019	Adopt the Youth Opportunities in Learning and Occupations Act <i>Bill identifies the entities that may apply to the Commissioner of Labor for a grant pursuant to the Act as: (1) Employers seeking to secure training for young people for demand occupations in a particular industry; or (2) Nonprofit corporations that do business in Nebraska and provide young people with soft-skills training for career readiness, career counseling to assess occupational skills, interests, and abilities and analyze potential career opportunities, or other programming related career readiness. Requires the Commissioner of Labor, beginning in fiscal year 2019-20, to award grants pursuant to the Act in approximately equal amounts for each congressional district. Not more than half of the funds allocated to each congressional district shall be awarded to employers. Creates the Youth Opportunities in Learning and Occupations Fund (YOLO Fund), which shall be used to administer costs of the program and provide grants. Money in the fund shall not be expended until matching funds equal to at least one hundred percent of the money appropriated by the Legislature have been received by the Commissioner of Labor and remitted for credit to the fund. Any money in the fund not distributed shall be retained by the department and distributed as grants in the next fiscal year. States intent to appropriate twenty million dollars from the General Fund for fiscal year 2019-20 to carry out the provisions of the Act.</i>

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LB668	Vargas	Support	Education 03/18/2019	In Committee 01/25/2019	Adopt the Alternative Certification for Quality Teachers Act <i>Adopting this act would mean that a certificate to teach in the public schools shall be granted by the State Board of Education to any person in good standing who possesses a valid teaching certificate from another state and who annually completes the requirements to maintain certification pursuant to rules and regulations of the board (subject to criminal history check, etc.). Further, a temporary certificate (not valid for more than two years) to teach in the public schools may be granted by the State Board of Education to any person who has: a) Presented to the board a valid bachelor's degree, or higher, from an accredited degree-awarding college or university; b) Passed the basic skills examination and appropriate subject area examination as designated by the board; AND c) Enrolled in an alternative teacher certification program approved by the board. Criminal history check applies here as well.</i>
LB670	Linehan	Oppose	Revenue 03/07/2019	General File 04/11/2019	Adopt the Opportunity Scholarships Act and provide tax credits <i>The main thrust of LB670 to encourage individuals and businesses to support organizations that financially assist parents and legal guardians who want to enroll their children in privately operated elementary and secondary schools, and such encouragement can be accomplished through the use of tax. This act would provide an eligible student with an education scholarship, that is, a financial grant-in-aid to be used to pay all or part of the tuition and fees for attending a qualified school and includes any tuition grants</i>
LB671	Linehan		Education 03/05/2019	In Committee 01/25/2019	Provide for sparsity aid in the Tax Equity and Educational Opportunities Support Act <i>Under LB671, the Tax Equity and Educational Opportunities Support Act would be amended, in pertinent part, such that for school fiscal year 2020-21 and each school fiscal year thereafter, the department shall calculate sparsity aid to be paid to each school district that is in a sparse local system or a very sparse local system that has less than three hundred ninety formula students. The sparsity aid for each such school district shall equal the product of the formula students of such school district multiplied by five thousand dollars. Sparsity aid shall be included as a formula resource pursuant to section 79-1017.01. For state aid calculated for school fiscal year 2020-21 and each school fiscal year thereafter, local system formula resources includes other actual receipts determined pursuant to section 79-1018.01, net option funding determined pursuant to section 79-1009, sparsity aid determined pursuant to section 2 of this act, allocated income tax funds determined pursuant to section 79-1005.01, community achievement plan aid determined pursuant to section 79-1005, and is reduced by amounts paid by the district in the most recently available complete data year as property tax refunds pursuant to or in the manner prescribed by section 77-1736.06.</i>
LB674	Linehan	Oppose	Education 03/05/2019	In Committee 01/25/2019	Change the base limitation for school districts <i>Base limitation means: the budget limitation rate applicable to school districts and the limitation on growth of restricted funds applicable to other political subdivisions prior to any increases in the rate as a result of special actions taken by a supermajority of any governing board or of any exception allowed by law. For school fiscal years 2017-18 and 2018-19, the base limitation for each school district is one and one-half percent. For school fiscal year 2019-20, the base limitation for each school district is two and one-half percent. For school fiscal year 2020-21 and each school fiscal year thereafter, the base limitation for each school district is the inflation rate certified by the Tax Commissioner for such school fiscal year plus the student growth rate certified by the State Department of Education for such school district. On or before November 1, 2019, and on or before November 1 of each year thereafter, the Tax Commissioner shall certify to the State Department of Education and to the Auditor of Public Accounts the inflation rate for the immediately following school fiscal year, which shall be equal to the percent change from the most recent Consumer Price Index for All Urban Consumers published by the federal Bureau of Labor Statistics as of August 31 of the year immediately preceding the year in which the certification is being made to the most recent Consumer Price Index for All Urban Consumers published by the federal Bureau of Labor Statistics as of August 31 of the year in which the certification is being made. On or before December 1, 2019, and on or before December 1 of each year thereafter, the State Department of Education shall certify to each school district and to the Auditor of Public Accounts the student growth rate and the base limitation for such school district for the immediately following school fiscal year. The student growth rate for each school district for the immediately following school fiscal year shall be equal to the percent change from the fall membership reported in October of the year immediately preceding the year in which the certification is being made to the fall membership reported in October of the year in which the certification is being made, except that the student growth rate for any school district shall not be less than zero.</i>
LB676	Groene		Education 03/25/2019	In Committee 01/25/2019	Change provisions relating to school districts and the reorganization of school districts <i>LB676 proposes to change provisions and terminology relating to school districts and the reorganization of school districts as prescribed; to change the membership and provisions relating to the State Committee for the Reorganization of School Districts; to define and redefine terms; to change terminology relating to student transportation; to eliminate obsolete provisions relating to the Tax Equity and Educational Opportunities Support Act; to eliminate provisions relating to the reorganization of school districts, depopulated school districts, and contracting for instruction as prescribed.</i>

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Document	Senator	Position	Committee	Status	Description
LB677	Groene		Revenue 02/14/2019	Introduced 01/23/2019	Change provisions of the Property Tax Credit Act and provide school district property tax relief aid
<p><i>School districts and multiple-district school systems may levy a maximum levy of: i. for fiscal years prior to fiscal year 2020-21, one dollar and five cents, and ii. for fiscal year 2020-21 and each fiscal year thereafter, ninety-eight and seven-tenths cents per one hundred dollars of taxable valuation of property subject to the levy.</i></p> <p><i>Federal aid school districts may exceed the maximum levy only to the extent necessary to qualify to receive federal aid pursuant to 20 U.S.C. 7701 et seq., as such sections existed on January 1, 2019 Title VIII of Public Law 103-382, as such title existed on September 1, 2001. For purposes of this subdivision, federal aid school district means any school district which receives ten percent or more of the revenue for its general fund budget from federal government sources pursuant to 20 U.S.C. 7701 et seq., as such sections existed on January 1, 2019 Title VIII of Public Law 103-382, as such title existed on September 1, 2001. This bill changes provisions of the Property Tax Credit Act to move those dollars directly out to school districts rather than into the property tax credit fund.</i></p>					
LB679	DeBoer	Support	Education 03/19/2019	In Committee 01/25/2019	Create the School Financing Review Commission
<p><i>The School Financing Review Commission is created. It is the intent of the Legislature to appropriate at least \$100,000 from the General Fund to the School Financing Review Commission to carry out its duties. The commission shall consist of twenty members, including: (a) Three members of the Legislature, appointed by the Executive Board of the Legislative Council; (b) the Property Tax Administrator or his or her designee, who shall be a nonvoting, ex officio member; (c) the council director of the Educational Service Unit Coordinating Council; (d) the Commissioner of Education or his or her designee; (e) a representative of the Governor selected by the Governor; (f) one member representing postsecondary education with expertise in the area of school finance; (g) two members who reside in a Class III school district, one of whom shall be a school administrator and one of whom shall be a school board member; (h) two members who reside in a Class IV school district, one of whom shall be a school administrator and one of whom shall be a school board member; (i) two members who reside in a Class V school district, one of whom shall be a school administrator and one of whom shall be a school board member; and (j) six members from the state at large, two from each congressional district, who reside in school districts of varied sizes and with varying percentages of limited English proficiency students and poverty students. Members (f) – (j) shall be appointed by the Commissioner of Education to serve through December 31, 2028. At least one of the members appointed shall have experience in the teaching profession in public schools, at least one shall have experience in business, and at least one shall have experience in agriculture-related business.</i></p> <p><i>For administrative purposes, the commission shall be housed within the State Department of Education. The commission may hire staff, including consultants, as well as gather information, data and assistance from the Departments of Education and Revenue. On or before July 1 of each even-numbered year beginning in 2020 and ending in 2028, the School Financing Review Commission shall report to the Governor, to the State Board of Education, and electronically to the Legislature on the adequacy of school funding sources. The State Department of Education and the staff of the Revenue Committee, the Education Committee, and the Appropriations Committee of the Legislature, with the consent of the chairpersons of such committees, may assist as needed and requested by the chairperson of the commission in accordance with guidelines developed by the commission. The commission shall cease to exist on December 31, 2028, unless extended by the Legislature.</i></p>					
LB683	Kolterman	Monitor	Nebraska Retirement Systems 03/19/2019	In Committee 01/25/2019	Provide for a work plan under the Class V School Employees Retirement Act relating to a one-time lump sum payment to certain retirement system members
<p><i>Provide for a work plan under the Class V School Employees Retirement Act relating to a one-time lump sum payment to certain retirement system members Here, it is the intent of the Legislature that the Public Employees Retirement Board develop a work plan, recommendations, and cost estimates for a one time option for certain members who have terminated employment to receive a lump sum payment of a specified percentage of the present value of such member's deferred retirement allowance in lieu of all rights to receive retirement or other benefits from any Class V school employees retirement system established under the Class V School Employees Retirement Act. The Class V School Employees Retirement System Management Work Plan Fund is created. The purpose of the fund is to transfer funds as specified in this section. The fund shall consist of the amounts transferred from any Class V school employees retirement system for all work performed by the Public Employees Retirement Board for services and related expenses in completion of the work described in section 3 of this act. The fund shall be administered by the Nebraska Public Employees Retirement Systems. Any money in the fund available for investment shall be invested by the state investment officer pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act. A work plan shall be undertaken by the Public Employees Retirement Board in consultation with the stakeholders of any Class V school employees retirement system including, but not limited to, the Nebraska Retirement Systems Committee of the Legislature and the board of trustees and employer of any Class V school employees retirement system established under the Class V School Employees Retirement Act. The Public Employees Retirement Board shall electronically report the work plan, including any recommendations, cost estimates, and cost comparisons, to the Clerk of the Legislature no later than June 30, 2020. The Public Employees Retirement Board will have several directives, mandates and duties, including, that the commission may quarterly bill and receive payment within 45 calendar days after receipt of the bill from, any Class V school employees retirement system for all work performed by the Public Employees Retirement Board for services and related expenses in completion of the work plan.</i></p>					

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LB695	Groene		Education 02/12/2019	In Committee 01/25/2019	Change provisions relating to the Tax Equity and Educational Opportunities Support Act, the Property Tax Credit Act, levy limits, and the base limitation <i>LB695 proposes to change levy limits as prescribed; to change the base limitation rate as prescribed; to change the use of funds under the Property Tax Credit Act as prescribed; to change provisions relating to the Tax Equity and Educational Opportunities Support Act; to define and redefine terms; to provide for the calculation of an inflation rate; to terminate allocated income tax funds as prescribed; to provide for foundation aid; to terminate the averaging adjustment as prescribed; to change net option funding as prescribed; to change provisions relating to the local effort rate and local effort rate yield as prescribed; to change the determination and certification dates relating to distribution of aid, certification of certain budget limitations, and duties of the Appropriations Committee of the Legislature as prescribed; to harmonize provisions; to eliminate obsolete provisions relating to the minimum levy adjustment; to repeal the original sections; to outright repeal section 79-1008.02, Revised Statutes Cumulative Supplement, 2018; and to declare an emergency.</i>
LB706	Lindstrom	Monitor	Nebraska Retirement Systems 03/19/2019	In Committee 01/25/2019	Authorize a one-year freeze of cost-of-living adjustments under the Class V School Employees Retirement Act <i>Specifically, and upon approval by the board of trustees, no cost-of-living adjustment provided in section 79-9,103 shall be made for any annuity paid during the period between January 1, 2020, and December 31, 2020.</i>
LB707	Erdman		Revenue 03/13/2019	In Committee 01/25/2019	Authorize the Tax Equalization and Review Commission to hold certain hearings by videoconference and telephone conference <i>A single commissioner of the Tax Equalization and Review Commission may hear an appeal and cross appeal and appeals and cross appeals consolidated with any such appeal and cross appeal when: a) The taxable value of each parcel is one million dollars or less as determined by the county board of equalization; AND b) The appeal and cross appeal has been designated for hearing pursuant to this section by the chairperson of the commission or in such manner as the commission may provide in its rules and regulations. Under LB707, when such a hearing is held, before a single commissioner, such hearing may now be held by means of videoconferencing or telephone conference.</i>
LB710	Cavanaugh	Monitor	Revenue 02/28/2019	In Committee 01/25/2019	Change provisions relating to tobacco including sales, crimes, a tax increase, and distribution of funds <i>LB710 eliminates many, if not all, distinctions between "tobacco products". The rules of chapter 28, 71, and 77 are titivated so as to reflect that linguistically minor but wide-encompassing change, for instance the elimination of "vapor products" as a defined term. Also, the Nebraska Behavioral Health Services Act would get an additional section which reads: [t]he Behavioral Health Provider Rate Stabilization Fund is created. The fund shall consist of money credited to the fund pursuant to section 77-2602, any gifts, grants, or donations from any source, and any other funds appropriated by the Legislature. The fund shall be used to support reimbursement of behavioral health services providers through provider rates within, but not limited to, the Children's Health Insurance Program, the Medical Assistance Act, the Nebraska Behavioral Health Services Act, and the Nebraska Community Aging Services Act. The money credited to the fund pursuant to section 77-2602 shall be used to the greatest extent possible to leverage federal funds for behavioral health services provider rate reimbursement under such program and acts. The Legislature finds that, in order to provide Nebraska residents with appropriate access to behavioral health services and providers, provider rates need to be adequate and stable in order to attract and maintain the number and variety of behavioral health services providers necessary to maintain an adequate behavioral health services provider network. Any money in the fund available for investment shall be invested by the state investment officer pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act. Beginning July 1, 2020, and every fiscal year thereafter, the State Treasurer shall place the equivalent of \$47,400,000 (amended up from one million two hundred fifty thousand dollars) of such tax in the Nebraska Health Care Cash Fund. In addition, the State Treasurer shall place the equivalent of \$13,000,000 of such tax in the Nebraska Health Care Cash Fund to ensure future sustainability of the fund. Further, beginning with fiscal year 2020-21, and every fiscal year thereafter, one dollar and fifty cents of the two dollars and fourteen cents special privilege tax under subsection (1) of section 77-2602 shall be distributed as follows: i. In addition to the forty-nine cents of such tax under subsection (2) of section 77-2602, seventeen percent to the General Fund; ii. One-half of one percent to the Nebraska Outdoor Recreation Development Cash Fund; iii. One percent to the University of Nebraska Medical Center and the Creighton University Medical Center for cancer research; iv. Two and one-half percent to the Building Renewal Allocation Fund; v. Three percent equally distributed to the University of Nebraska Medical Center, Creighton University Medical Center, and Boys Town Center for Neurobehavioral Research in Children for children's behavioral research; vi. Twenty-five percent for Medicaid expansion; vii. Four percent to Nebraska public health departments; viii. Two percent to the University of Nebraska Medical Center College of Public Health;</i>

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					<p>ix. Two percent for federally qualified health centers; x. Five percent for smoking cessation and addiction services; xi. One percent for area health education centers; xii. Four percent for cancer and smoking-related disease research; xiii. One percent to the Behavioral Health Education Center of Nebraska at the University of Nebraska Medical Center; xiv. One percent for emergency protective custody services and resources; xv. Two percent to the Behavioral Health Provider Rate Stabilization Fund for behavioral health rate basing; xvi. Six percent to the State Children's Health Insurance Program to increase eligibility by thirty-seven percent; xvii. Two percent to improve health care delivery systems under the Patient Safety Improvement Act; xviii. One percent on emergency medical services workforce training and recruitment; xix. One percent on other emergency medical services sustainability initiatives; xx. Two and one-half percent for paid family and medical leave start-up costs; xxi. Two percent to the Nebraska Early Childhood Professional Record System; xxii. Five percent for grades kindergarten through twelve education; xxiii. Two percent for health services in county corrections; xxiv. One-half percent to the Human Trafficking Victim Assistance Fund; xxv. Two and one-half percent for all telehealth services; xxvi. Four percent for beds in county hospitals and county-owned health centers for mental health treatment in counties containing a city of the metropolitan class and a county-owned health center; AND xxvii. One-half percent to the Health and Human Services Cash Fund for traumatic brain injury research.</p>
LB714	Crawford	Revenue 03/15/2019		In Committee 01/25/2019	<p>Adopt the Nebraska Industrial New Job-training Act and authorize the transfer of certain withholding taxes</p> <p><i>LB714 proposes to adopt the Nebraska Industrial New Job-training Act. An employer may apply to the Department of Economic Development for approval of a project. The application shall be on a form prescribed by the department and shall contain: the name of the employer, the community college to be involved in the proposed project, the services and other assistance to be provided by the community college, the number of new jobs to be created as a result of the project, and the average wage expected to be paid for such new jobs. If the department finds that the project will result in new jobs with an average wage that is more than the Nebraska average wage, the project will provide industry-approved training, and the project will comply with the requirements of the Nebraska Industrial New Job-training Act, then the department shall approve the project. Once the project is approved, a community college may enter into an agreement with an employer to establish the project and the community college shall notify the Department of Revenue of the agreement as soon as possible. The Department of Revenue shall develop a system for tracking agreements entered into under the Nebraska Industrial New Job-training Act. New job withholding payments shall be paid to community colleges shall be based on the wages paid to employees in the new jobs as follows: a) For an employee with a rate of pay that is less than two hundred percent of the Nebraska average wage, the new job withholding payment for such employee shall be an amount equal to one and one-half percent of the gross wages paid to such employee; and b) For an employee with a rate of pay of at least two hundred percent of the Nebraska average wage, the new job withholding payment for such employee shall be an amount equal to three percent of the gross wages paid to such employee. The employer shall pay the new job withholding payments out of the amount of funds withheld from the employees' wages for state withholding taxes. The employer shall remit the amount of the new job withholding payments quarterly in the same manner as withholding taxes are remitted to the Department of Revenue, except that the new job withholding payments shall be paid directly to the community college to be allocated to and paid into a special fund of the community college to finance, in whole or in part, the project. If the amount of the new job withholding payments made by the employer is more than the withholding taxes actually owed by the employer to the Department of Revenue, then the employer shall receive a credit against other withholding taxes due from the employer in the amount of the difference.</i></p>
LB722	Albrecht	General Affairs 03/18/2019		In Committee 01/25/2019	<p>Authorize seizure of gray devices under the Nebraska County and City Lottery Act</p> <p><i>Under LB722, "lottery" shall now not include gray devices. Gray device means any electronic gaming device, electro-mechanical gaming device, or video gaming device that: a) Accepts or requires currency, credit, coins, tokens, or other value in exchange for play; and b) Directly or indirectly awards a monetary prize or credits, tickets, vouchers, or other items redeemable for a monetary prize in conjunction with the play of the device; Gray device also includes any electronic, electro-mechanical, or video device that: a) Accepts or requires currency, coins, tokens, or other value in exchange for play;</i></p>

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					<p>b) Plays, emulates, or simulates:</p> <p>i. Slot machines, coin pushers, roulette, craps, dice games, or wheel of fortune, including any game similar in form or content, or any other type of game ordinarily played in a casino;</p> <p>ii. Any card game including, but not limited to, poker, blackjack, twenty-one, faro, monte, or baccarat, or any variant of the same; or</p> <p>iii. Keno, pickle cards, or bingo, or any game or activity similar in form or content, unless such device is operated in accordance with the Nebraska Bingo Act, Nebraska County and City Lottery Act, or Nebraska Pickle Card Lottery Act; and</p> <p>c) Directly or indirectly awards anything of value, except for an immediate, unrecorded, and nonexchangeable right of replay.</p>
LB725	Walz		Education 03/25/2019	In Committee 01/25/2019	<p>Provide for reimbursements to school districts and educational service units for mental health expenditures</p> <p><i>The Legislature finds that the mental health needs of students are becoming an increasing barrier to learning and that schools need additional resources to address the mental health needs of students. The State Department of Education shall reimburse each qualifying school district and educational service unit for allowable mental health expenditures in the immediately following school fiscal year a pro rata amount based on the reimbursement percentage as determined by the department. The reimbursement percentage shall equal the ratio of the money in the School Mental Health Resources Fund available for reimbursements pursuant to this section divided by the total allowable mental health expenditures for the preceding school fiscal year, except that if such ratio is greater than eighty percent, the reimbursement percentage shall equal eighty percent. To qualify for reimbursement pursuant to this section, a school district or educational service unit shall:</i></p> <p>(a) Designate an employee of the school district or educational service unit as a community-based mental health resource liaison and provide the appropriate training and resources for such employee to assist students, families, teachers, and schools in locating the resources necessary to address the mental health needs of individual students in the district or educational service unit; and</p> <p>(b) Submit allowable mental health expenditures in a manner prescribed by the department.</p> <p><i>An allowable mental health expenditure shall be:</i></p> <p>(a) Directly related to meeting the mental health needs of an individual student or group of students;</p> <p>(b) Directly related to a focused strategy approved by the department to reduce the mental health needs of students by improving the overall educational environment; or</p> <p>(c) Directly related to the training or work of the community-based mental health resource liaison.</p> <p><i>The State Board of Education shall adopt and promulgate rules and regulations to carry out this section, including, but not limited to, criteria to further define allowable mental health expenditures.</i></p> <p><i>The School Mental Health Resources Fund is created. The fund shall be administered by the State Department of Education. Any money in the fund available for investment shall be invested by the state investment officer pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act.</i></p> <p><i>It is the intent of the Legislature that twelve million dollars be transferred from the General Fund to the School Mental Health Resources Fund annually for reimbursements pursuant to section 2 of this act beginning with the 2020-21 fiscal year.</i></p> <p><i>The State Treasurer shall credit to the fund such money as is (a) transferred to the fund by the Legislature, (b) donated as gifts, bequests, or other contributions to such fund from public or private entities, or (c) made available by any department or agency of the United States if so directed by such department or agency.</i></p> <p><i>The fund shall be expended by the department for reimbursements to school districts and educational service units for allowable mental health expenditures pursuant to section 2 of this act.</i></p>
LB727	Walz	Support	Education 02/19/2019	In Committee 01/25/2019	<p>Provide duties for school districts, the State Department of Education, and the Department of Health and Human Services with respect to mental health services</p> <p><i>On or before August 1 of each year, the State Department of Education in consultation with the Department of Health and Human Services shall provide each school district with a registry of state and local mental health resources available to work with students and families by geographic area. The registry shall be updated at least annually and include resources for both school-based services and services accessed by families and individuals outside of schools. Each school district shall designate one or more mental health points of contact for each school building or other division as determined by the school district. A mental health point of contact may be an administrator, a school nurse, a school psychologist, or another designated school employee. Each mental health point of contact shall be trained in mental health issue identification and have knowledge of community service providers and other resources available for students and families. Each mental health point of contact shall facilitate access to mental health services during the school day at the school the student attends whenever possible. Each school district shall report the designated mental health points of contact to the State Department of Education prior to the beginning of each school year.</i></p>

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LB728	Walz	Support	Education 02/19/2019	In Committee 01/25/2019	Provide duties relating to school meals

On or before January 1, 2020, the department shall create and disseminate a uniform meal charge policy that school districts may implement. The meal policy shall include, but not be limited to, the following provisions: (a) Each student shall be served a reimbursable meal upon request at each meal during each school day, regardless of whether such student can immediately pay for the meal or has accrued debt for school meals; (b) Each school district shall communicate directly with a parent or guardian of a student to address outstanding debt for school meals, rather than communicate with or through a student, and shall not engage in practices directed at the student that may stigmatize the student, including, but not limited to, requiring the student to work off a debt;

(c) A school district shall not discard any school meal after it is served to a student on the basis that the student is unable to pay for the meal or has debt for school meals;

(d) Each school district shall endeavor to ensure that student meals are not being charged to students eligible for free or reduced priced school meals by attempting to directly certify student eligibility or by encouraging parents and guardians to apply for eligibility through the application process; and (e) Each school district shall evaluate their unpaid meal charge collection policies and consider whether collection is appropriate based on the income and circumstances of the family with the unpaid debt for school meals. The department may include or create additional school meal charge policies consistent with the above.

LB746	Blood		Transportation and Telecommunications 02/04/2020	In Committee 01/14/2020	Adopt the Nebraska Consumer Data Privacy Act
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Adopts the Nebraska Consumer Data Privacy Act. Purpose is to enhance protection of private online data; The act states that Consumers have the right to know what personal information is being collected and whether that information if being sold or disclosed as well as the categories of third parties with which the business shares the information. Consumers also have a right to opt out of the sale of their personal information, access the information that has been collected, and be treated with equal services and prices if they choose to exercise their rights. A business would have to disclose to the consumer the information specified upon the receipt of a verifiable request from the consumer. However, a business would not be required to retain information for one-time transactions if the information is not ordinarily retained, or reidentify data that is not ordinarily maintained in a matter considered person information. If a business sells consumers' personal information, the consumer would have the right to request the categories of person information that business collected, the categories of personal information sold to each third party, and the categories of personal information disclosed about the consumer for business purposes. Third parties would not be able to sell personal information sold to them without first providing explicit notice to the consumer and an opportunity for the consumer to opt out. The consumer would have the right to opt out of having their personal information sold to third parties at any time. A business would not be allowed to sell personal information of a consumer if there is actual knowledge that the consumer is less than 16 years of age. A consumer between the ages of 13 and 16 and a parent/guardian of anyone under 13 could affirmatively authorize the sale of the information. A consumer would have the right to request a business delete any personal information. However a business would not have to comply with the request if the information was necessary to: complete the transaction, provide a good or service requested by the consumer, perform a contract between the business and consumer, detect security incidents, exercise free speech or allow another consumer to exercise this right, engage in public/peer-reviewed/historical/ statistical research in the public interest, to enable internal uses that are reasonably aligned with the expectations of the consumer based on the consumer relationship with the business, or comply with state or federal law. A business would have to make available at least two designated methods for submitting requests for information (at a minimum a toll-free number and a website is the business maintains one). Information would have to be disclosed within 45 days of receiving the request for information (may be extended once by 45 days if necessary). On the business webpage a link would have to be created titled "Do not sell my information" that would direct a consumer to a page to opt out. No account creation could be required to do this. On the linked page, there must be information about the consumer's rights and the business' online privacy policy. Once a consumer as opted out of the sale of their personal information the business must wait 12 months before the business requests the consumer for authorize the sale of personal information. Any business that does not comply would be subject to a civil penalty, brought by the Attorney General, of up to \$7,500 for each violation. This act does not apply to information governed by the Fair Credit Reporting Act, financial institutions subject to the Gramm-Leach-Bliley Act, personal information collected pursuant to the Gramm-Leach-Bliley Act, protected health information collected subject to the privacy, security, and breach notification rules issued by the US Dept. of Health and Human Services, and the sale of personal information authorized by the Uniform Motor Vehicle Records Disclosure Act. The Attorney General is given he authority to adopt and promulgate rules and regulations to further the purpose and administration of the act. Businesses and third parties may seek opinion of the Attorney General on how to comply with the act. Defines Business as:

A sole proprietorship, partnership, limited liability company, corporation, association, or other legal entity that collects consumers' personal information while doing business in Nebraska and meets one of the following:

- Has annual gross revenue in excess of ten million dollars;*
- Buys, receives for the business's commercial purposes, sells, or shares for commercial purposes the person information of 50,000 or more consumers, households, or devices;*
- Derives 50% or more of its annual revenue from selling consumers' person information*

Any entity that controls or is controlled by a business as defined above

Defines Consumer as: An identified person who is a resident of this state and acting only in an individual or household context. Consumer does not mean a person acting in a commercial or employment context. Defines Personal Information as: Information that identifies, relates to, describes, is capable of being associated with, or could reasonably be linked, directly or indirectly, with a particular consumer or household. This does not include publicly available information.

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LB751	Blood	Support	Judiciary 01/30/2020	General File 02/06/2020	Provide for a mental health exception to compulsory education requirements
<i>Amends 70-209 relating to school attendance.</i> <i>Amends specifically 70-209(2)(b)(1) which addresses the factors looked at when considering a plan to reduce a student's absences. The amendment adds mental health to the considerations.</i>					
LB753	Blood	Support	Health and Human Services 01/22/2020	In Committee 01/10/2020	Adopt the Audiology and Speech-Language Pathology Interstate Compact
<i>NHA-S</i> <i>Amends 38-513, 38-515, 38-1509. Requires that every applicant for a privilege to practice audiology or speech language pathology under the Audiology and Speech-Language Pathology Interstate Compact must present proof of authorization from a member state to practice as an audiologist or speech-language pathologist. Allows for a licensed audiologist who maintains a practice pursuant to a privilege to practice audiology under the Audiology and Speech-Language Pathology Interstate Compact to be exempt from the requirement to be licensed as a hearing instrument specialist.</i> <i>Adopts the Audiology and Speech Language Pathology Interstate Compact.</i> <i>The purpose of this Compact is to facilitate interstate practice of audiology and speech-language pathology with the goal of improving public access to audiology and speech-language pathology services.</i> <i>Seven objectives of the Compact:</i> <i>Increase public access to audiology and speech-language pathology services by providing for the mutual recognition of other member state licenses;</i> <i>Enhance the states' ability to protect the public's health and safety;</i> <i>Encourage the cooperation of member states in regulating multistate audiology and speech-language pathology practice;</i> <i>Support spouses of relocating active duty military personnel;</i> <i>Enhance the exchange of licensure, investigative, and disciplinary information between member states;</i> <i>Allow a remote state to hold a provider of services with a compact privilege in that state accountable to that state's practice standards; and</i> <i>Allow for the use of telehealth technology to facilitate increased access to audiology and speech-language pathology services.</i> <i>Allows for an Audiologist or Speech-Language Pathologist who is licensed in a home-state, in which they are a resident, to be recognized by each member state of the compact and authorizes that person to practice audiology or speech-language pathology in said compact state.</i> <i>Each state of the compact must:</i> <i>Implement or utilize procedures for considering the criminal history records of applicants for initial privilege to practice.</i> <i>Require an applicant to obtain or retain a license in the home state and meet the home state's qualifications for licensure or renewal of licensure, as well as all other applicable state laws.</i> <i>Audiologists must:</i> <i>Meet one of the following educational requirements:</i> <i>On or before December 31, 2007, has graduated with a master's degree or doctorate in audiology, or equivalent degree regardless of degree name, from a program that is accredited and operated by a college or university accredited by a regional or national accrediting organization recognized by the licensing board;</i> <i>On or after January 1, 2008, has graduated with a doctoral degree in audiology, or equivalent degree, regardless of degree name, from a program that is accredited and operated by a college or university accredited by a regional or national accrediting organization recognized by the licensing board; or</i> <i>Has graduated from an audiology program that is housed in an institution of higher education outside of the United States (a) for which the program and institution have been approved by the authorized accrediting body in the applicable country and (b) the degree program has been verified by an independent credentials review agency to be comparable to a state licensing board-approved program;</i> <i>Have completed a supervised clinical practicum experience from an accredited educational institution or its cooperating programs as required by the licensing board;</i> <i>Have successfully passed a national examination approved by the Commission;</i> <i>Hold an active, unencumbered license;</i> <i>Have not been convicted or found guilty, and has not entered into an agreed disposition, of a felony related to the practice of speech language pathology, under applicable state or federal criminal law; and</i> <i>Have a valid United States Social Security or National Practitioner Identification number.</i> <i>Speech-Language Pathologists must:</i> <i>Meet one of the following educational requirements:</i>					

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					<p><i>Has graduated with a master's degree from a speech-language pathology program that is accredited and operated by a college or university accredited by a regional or national accrediting organization recognized by the licensing board; or</i></p> <p><i>Has graduated from a speech-language pathology program that is housed in an institution of higher education outside of the United States (a) for which the program and institution have been approved by the authorized accrediting body in the applicable country and (b) the degree program has been verified by an independent credentials review agency to be comparable to a state licensing board-approved program;</i></p> <p><i>Have completed a supervised clinical practicum experience from an educational institution or its cooperating programs as required by the Commission;</i></p> <p><i>Have completed a supervised postgraduate professional experience as required by the Commission;</i></p> <p><i>Have successfully passed a national examination approved by the Commission;</i></p> <p><i>Holds an active, unencumbered license;</i></p> <p><i>Has not been convicted or found guilty, and has not entered into an agreed disposition, of a felony related to the practice of speech language pathology, under applicable state or federal criminal law; and</i></p> <p><i>Have a valid United States Social Security or National Practitioner Identification number.</i></p> <p><i>An audiologist or speech-language pathologist practicing in a member state must comply with the state practice laws of the state in which the client is located at the time service is provided. Member states may charge a fee for granting a compact privilege. Member states shall recognize the right of an audiologist or speech language pathologist, licensed by a home state to practice audiology or speech-language pathology in any member state via telehealth under a privilege to practice as provided in the Compact and rules promulgated by the Commission. A remote state has the authority to take adverse actions against an audiologist's or speech-language pathologist's privilege to practice within that member state. However, the remote state does not have the authority to take adverse action against the license issued by the home state. Member states shall share information regarding adverse actions in other Member states. If a home state takes adverse action against an audiologist's or speech-language pathologist's license, the privilege to practice in other member states shall be deactivated until the adverse action is settled in the home state. Members states of the compact create and establish a joint public agency known as the Audiology and Speech-Language Pathology Compact Commission. Each member state will have two delegates selected by the member state's licensing board. Each delegate will be entitled to one vote with regard to the promulgation of rules and creation of bylaws. Commission will meet at least once per calendar year.</i></p> <p><i>Commission has authority to adopt and promulgate rules and bylaws regarding the compact.</i></p> <p><i>If a majority of the legislatures of the member states rejects a rule, by enactment of a statute or resolution in the same manner used to adopt the Compact within four years of the date of adoption of the rule, the rule shall have no further force and effect in any member state.</i></p> <p><i>Prior to promulgation and adoption of a final rule or rules by the Commission, and at least thirty days in advance of the meeting at which the rule shall be considered and voted upon, the Commission shall file a Notice of Proposed Rulemaking. Commission shall also allow for public comments and a public hearing under certain circumstances.</i></p> <p><i>Upon determination that an emergency exists, the Commission may consider and adopt an emergency rule without prior notice, opportunity for comment, or hearing, provided that the usual rulemaking procedures provided in the Compact shall be retroactively applied.</i></p> <p><i>Commission may levy on and collect an annual assessment from each member state or impose fees on other parties to cover the cost of the operations and activities of the Commission and its staff. The Commission will develop and maintain a coordinated data base and reporting system that can be used by all member states to obtain information on licensure, adverse action, and investigative information on all licensed individuals in member states. The Compact shall come into effect on the date on which the Compact statute is enacted into law in the tenth member state.</i></p> <p><i>Any state that joins the Compact subsequent to the Commission's initial adoption of the rules shall be subject to the rules as they exist on the date on which the Compact becomes law in that state. Any member state may withdraw from this Compact by enacting a statute repealing the same. A member state's withdrawal shall not take effect until six months after enactment of the repealing statute.</i></p> <p><i>Withdrawal shall not affect the continuing requirement of the withdrawing state's audiology or speech-language pathology licensing board to comply with the investigative and adverse action reporting requirements of this Compact prior to the effective date of withdrawal.</i></p>
LB759	Kolterman		Health and Human Services 01/31/2020	In Committee 01/10/2020	<p>Require consultation with school districts regarding placement of children</p> <p><i>Amends 43-284, 43-905, 43-1311, 43-1312, and 43-1312.01.</i></p> <p><i>Requires the Person, Court, or Department responsible for a juvenile who was adjudged under 43-247 to consult with school districts who may be receiving said juvenile when the school district is not the students resident district. The consultation would discuss necessary services for the juvenile, availability of educational programming, and identification of the juvenile's resident school district who would be responsible for the costs of the educational programming.</i></p> <p><i>Court would be required to provide the receiving school a portfolio of educational information regarding the juvenile at least two days prior to the consultation.</i></p> <p><i>This would occur prior to making a final plan regarding placement, prior to entering into a contract regarding placement, prior to making a final determination regarding the school the child should attend, prior to a permanency hearing which may affect the school district in which the child is attending school, or prior to establishing guardianship.</i></p>

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LB789	Slama		Transportation and Telecommunications 01/28/2020	In Committee 01/10/2020	Change school bus stop signal arm violation provisions
<p>LC - FN REQ</p> <p>Amends 60-601.</p> <p>Amendments in this section refer to 60-6,175 which is the School Bus safety requirements statute. The statute gives direction to what a motorist should do around a school bus when lights are flashing and when the stop sign is extended.</p> <p>60-601 states that a driver who violates 60-6.175 is liable. The school bus driver who observes a violation may prepare a written report containing the time and location of the violation, the license plate number of the motor vehicle in violation, the color of the motor vehicle, and the type of motor vehicle. This report should be delivered to the bus drivers' employer who should keep a copy for statistical purposes.</p> <p>Another copy of the report should be delivered within 72 hours to a peace officer of the city or county in which the violation occurs. The peace officer would then be required to initiate an investigation concerning the report within seven calendar days.</p> <p>If the peace officer has reasonable cause to believe a violation occurred, a traffic citation should be prepared and issued to the driver of the vehicle if one can be identified. If one cannot be identified, then the owner of the vehicle in question can be cited.</p> <p>It is no defense that the owner of the vehicle was not the driver of the vehicle if a driver cannot be identified. The owner of the vehicle has a defense if the vehicle was reported stolen, or the owner provides the name of the driver and the driver admits to operating the motor vehicle at the time of the violation.</p>					
LB801			Urban Affairs 02/18/2020	General File 02/21/2020	Change and eliminate provisions of the Community Development Law
<p>NACO WATCH</p> <p>Amends 18-2109,18-2115, 18-2117.02, 18-2117.03, 18-2142.05, 18-2101.02, 18-2103, and 18-2115.01; Removes the requirement that a planning commission or board provide a map or information on where to find a map of an area declared extremely blighted before a hearing is held from each individual section and inserts it in 18-2115.01 explicitly. Creates the requirements that the governing body of the city shall not approve a redevelopment plan unless the governing body has, by resolution adopted after the public hearings required under this section, declared such area to be a substandard and blighted area in need of redevelopment. New definition for "substantial modification"</p> <p>A change to a redevelopment plan that (a) materially alters or reduces existing areas or structures otherwise available for public use or access, (b) substantially alters the use of the community redevelopment area as contemplated in the redevelopment plan, or (c) increases the amount of ad valorem taxes pledged under section 18-2150 by more than five percent, if the amount of such taxes is included in the redevelopment plan.</p> <p>18-2115.01 Reorganizes hearing notice requirements. 18-2117.02 Requires each authority, or such other division or department of the city as designated by the governing body to compile information including the addition of active redevelopment project and the number of redevelopment projects for which financing has been paid in full during the previous calendar year and for which taxes are no longer being divided pursuant to section 18-2147. 18-2117.03 adds a section that clarifying that there is no requirement to reimburse legal fees incurred prior to approval of the redevelopment project.</p>					
LB812	McCullister		Revenue 02/21/2020	In Committee 01/10/2020	Change acceptable ranges and authorize orders for rehearings under the Tax Equalization and Review Commission Act
<p>NACO OPPOSE</p> <p>Amends 77-5001, 77-5017, and 77-5023.; Authorizes the Tax Equalization and Review commission to order a reconsideration or rehearing by the county board of equalization or Property Tax Administrator in regard to an appeal of any decision, action, order, or determination made by a county board of equalization or the Property Tax Administrator. If the commission does so, the reconsideration or rehearing shall be completed within sixty days after the commission's order. Written notice of the decision, action, order, or determination made after reconsideration or rehearing shall be mailed to all parties within seven days after the decision, action, order, or determination is made or entered. Any decision, action, order, or determination made after reconsideration or rehearing may be appealed to the commission in accordance with section 77-5013 within thirty days after the date of the decision, action, order, or determination. If any decision, action, order, or determination made by a county board of equalization after reconsideration or rehearing involves taxation or the taxable value of real or personal property and is not appealed, a copy of the decision, action, order, or determination shall be certified by the county clerk to the county treasurer and the officer charged with the duty of preparing the tax list, and the county treasurer and such officer shall adjust the records accordingly.</p>					
LB817	Stinner		Health and Human Services 01/24/2020	In Committee 01/10/2020	Adopt the Prescribing Psychologist Practice Act
<p>NHA-M</p> <p>Amends 28-401, 38-2838, 38-2850, 38-3101, 38-3111, 38-3112, 71-2445, and 71-2473, Introduces the Prescribing Psychologist Practice Act</p>					

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					<p><i>Introduces the definition of a Prescribing Psychologist as a licensed psychologist who holds a valid prescription certificate or provisional prescription certificate. Would give a Prescribing Psychologist the authority to order, prescribe, discontinue, administer, and provide samples of psychotropic medication. Psychotropic medication means any drug or controlled substance, other than an opiate as defined in section 28-401, recognized in or customarily used for the management of a mental, nervous, emotional, behavioral, substance abuse, or cognitive disease or disorder, including the kinds and degrees of mental and emotional disorders found in the International Classification of Diseases or the Diagnostic and Statistical Manual of Mental Disorders, as approved by the department with the recommendation of the board.</i></p> <p><i>A prescribing psychologist shall not prescribe to treat conditions that include chronic pain; endocrine, cardiovascular, orthopedic, neurological, and gynecological illness; or other nonpsychiatric illnesses, disorders, or illnesses causing mental disorders. A prescribing psychologist shall not perform medical procedures such as spinal taps, electroconvulsive therapy, intramuscular or intravenous administration of psychotropic medication, or phlebotomy. If a patient does not have a primary health care practitioner, the prescribing psychologist shall not prescribe to the patient.</i></p> <p><i>If a prescribing psychologist is serving in an area declared by the Governor or the President of the United States as an emergency or disaster area, an onsite physician, or other qualified health care professional as defined in state or federal regulations, may serve as the primary health care practitioner.</i></p> <p><i>If an emergency exists that may jeopardize the health and well-being of the patient, the prescribing psychologist may, without prior communication with the primary health care practitioner, prescribe psychotropic medications or modify an existing prescription for psychotropic medication for that patient.</i></p> <p><i>Adds a prescribing psychologist to the definition of "Practitioner" in multiple sections. Requires that beginning no later than three years after the effective date of the act, at least one of the professional members of the Board of Psychology shall be a prescribing psychologist. Would not allow a psychologist who serves in the US Armed Forces, the US Public Health Services, or the US Department of Veteran Affairs to be certified under the act if the practice of psychologist is limited to that service of employment.</i></p> <p><i>Allows for a licensed psychologist to apply to the department for a provisional prescription certificate. Applicant would have to:</i></p> <ul style="list-style-type: none"><i>Possess a doctoral degree in health service psychology and hold an unrestricted license to practice psychology in Nebraska</i><i>Have successfully completed a postdoctoral degree in clinical psychopharmacology, or the equivalent as determined by the board, from an institution of higher education that meets the requirements of this act as determined by the department</i><i>Have passed a national proficiency examination in clinical psychopharmacology developed by a nationally recognized body and approved by the board within two years immediately preceding the date of application.</i><i>Have completed a practicum in clinical assessment and pathophysiology meeting the requirements of this act</i><i>Have completed a practicum focused on treating patients with mental disorders meeting the requirements of this act</i><i>Have malpractice insurance sufficient to meet rules and regulations adopted by the board and promulgated by the department as provided in section 38-126</i><i>Have completed the requirements of the prior two sections within three years immediately preceding the date of the application</i><i>Possess current certification in Basic Life Support; and</i><i>Have submitted a proposed supervision plan for the provisional prescription certificate.</i> <p><i>In order for an institution to be able to issue a provisional prescription certificate it must:</i></p> <ul style="list-style-type: none"><i>Be regionally accredited by a regional or professional accrediting organization recognized by the United States Department of Education</i><i>Meet standards of the American Psychological Association for postdoctoral education and training in psychopharmacology for prescriptive authority</i><i>Offer a postdoctoral master's program in clinical psychopharmacology, or the equivalent thereof as determined by the board, that provides a structured sequence of study, with at least four hundred fifty hours of intensive didactic education</i><i>Employ faculty and supervisors sufficient in number to accomplish the program's education and training goals;</i><i>Employ a training director who is a licensed psychologist with expertise in clinical psychopharmacology, a psychiatrist, or another qualified health care professional with expertise consistent with the program's mission and goals to train psychologists to effectively and safely prescribe psychotropic medications</i><i>Provide for the frequent evaluation of students' knowledge and application of that knowledge; and</i><i>Ensure every graduate completes necessary training in basic science as part of the admission and training process</i> <p><i>Prior to application for a prescription certificate, the licensed psychologist with a provisional prescription certificate and under supervision shall evaluate a minimum of one hundred separate patients diagnosed with a mental disorder where a pharmacological treatment is considered as a treatment option, even if a decision is made not to prescribe psychotropic medication to the patient.</i></p> <p><i>A licensed psychologist who holds a provisional prescription certificate may apply to the department for a prescription certificate. The application shall be made on a form approved by the board and accompanied by the appropriate fee and evidence satisfactory to the department that the applicant:</i></p> <ul style="list-style-type: none"><i>Holds an unrestricted license to practice psychology in Nebraska;</i><i>Holds a provisional prescription certificate;</i><i>Has successfully completed a minimum of two years of experience with prescriptive authority under a provisional prescription certificate supervised by a supervising physician pursuant to the supervision plan approved as required under this act and verified pursuant to this act</i><i>Have malpractice insurance sufficient to meet rules and regulations adopted by the board and promulgated by the department; and</i><i>Possess current certification in Basic Life Support.</i>

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					<p><i>A psychologist licensed in another jurisdiction may apply for a prescription certificate or provisional prescription certificate based on licensure or credentialing in another jurisdiction if the applicant meets the criteria for having prescriptive authority under the Prescribing Psychologist Practice Act.</i></p> <p><i>A psychologist licensed in another jurisdiction may also apply for a prescription certificate based on ten years of experience with prescriptive authority in another jurisdiction with verification approved by the board that the applicant has had no disciplinary sanction during the entire period of experience with prescriptive authority.</i></p> <p><i>A prescription certificate expires two years after the 30 date of issuance or renewal of the prescription certificate.</i></p> <p><i>The department, in consultation with the board, shall adopt and promulgate rules and regulations pursuant to section 38-126 which establish a method for renewal of a prescription certificate.</i></p> <p><i>The department shall establish and collect fees for credentialing under the Prescribing Psychologist Practice Act.</i></p> <p><i>It shall be a violation of the Prescribing Psychologist Practice Act for any person who does not hold a prescription certificate in accordance with the act to represent himself or herself as a prescribing psychologist.</i></p> <p><i>Any person who represents himself or herself as a prescribing psychologist in violation of the act or who exercises prescriptive authority in violation of the act shall be guilty of a Class II 4 misdemeanor. Each day of violation shall constitute a separate offense.</i></p> <p><i>Creates the Prescribing Psychologist Advisory Committee. The advisory committee shall assist the board and the department in developing and recommending rules and regulations related to prescription certificates.</i></p> <p><i>The Committee shall be composed of a psychiatrist, a pediatrician, a pharmacist who has a doctorate degree and expertise in clinical psychopharmacology, and two psychologists.</i></p> <p><i>The Department shall appoint the psychiatrist, pediatrician, pharmacist, and psychologists with recommendations from the respective boards that oversee the above listed professions.</i></p> <p><i>The Chairperson of the Board of Psychology shall serve as an ex officio, nonvoting member of the advisory committee.</i></p> <p><i>The advisory committee shall convene at the request of the department or the board to make recommendations regarding a number of categories related to the Prescribing Psychologist Act.</i></p>
LB839	Wishart	Support	Education 01/28/2020	In Committee 01/10/2020	<p>Recognize American Sign Language and provide for the teaching of American Sign Language in schools</p> <p><i>Declares that American Sign Language is recognized by the State of Nebraska as a distinct and separate language. Declares that the State Board of Education may provide for the teaching of American Sign Language in schools. If a school offers a course in American Sign Language, such course shall be offered to all students regardless of whether such student is hearing, hard of hearing, or deaf. Declares that any postsecondary educational institution may offer an elective course in American Sign Language. Any credits earned in a course in American Sign Language at a postsecondary educational institution may be treated as foreign language credits if recognized as such by the postsecondary educational institution.</i></p>
LB841	Crawford		Revenue 01/24/2020	In Committee 01/10/2020	<p>Change provisions relating to certain certifications for homestead exemptions</p> <p>NACO OPPOSE</p> <p><i>Amends 77-3506 and 77-3508. Eliminates the ability of the county assessor or Tax Commissioner to request certification to verify that no change in status or medical condition has occurred for those exempt from property taxes under 77-3506. (Veterans, unremarried surviving spouse of a veteran, etc.)</i></p>
LB864	Wayne	Support	Urban Affairs 02/11/2020	In Committee 01/13/2020	<p>Adopt the Bed Bug Detection and Treatment Act for cities of the metropolitan class</p> <p>NHA-S</p> <p><i>Adopts the Bed Bug Detection and Treatment Act Requires that a tenant promptly notify their landlord when the tenant knows or reasonably suspects that the tenant's dwelling unit contains bed bugs.</i></p> <p><i>This should be done via the e-mail address, telephone number, or electronic portal specified by the landlord in the rental agreement for communications or if no provision exists, in a manner in which the landlord has previously communicated with the tenant. Within 96 hours of the tenant's notification a landlord must:</i></p> <p><i>Cause an inspection of the dwelling unit to be performed by a qualified inspector (Landlord may enter the dwelling for the purpose of allowing the inspection).</i></p> <p><i>Landlord shall provide written notice to the tenant within two business days after the inspection indicating whether the dwelling unit contains bed bugs.</i></p> <p><i>If the qualified inspector determines the dwelling contains bed bugs in any stage of life, the landlord has five days to commence reasonable measures, as determined by the qualified inspector, to effectively treat the bed bug presence, including retaining the services of a pest control agent to treat the dwelling unit and any contiguous dwelling unit.</i></p> <p><i>A landlord is responsible for all costs associated with an inspection for, and treatment of, bed bugs.</i></p> <p><i>This does not require a landlord to provide a tenant with alternative lodging or to pay to replace a tenant's personal property.</i></p>

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					<i>Nothing in this section preempts or restricts the application of any state or federal law concerning reasonable accommodations for persons with disabilities. If a landlord, qualified inspector, or pest control agent must enter a dwelling unit for the purpose of conducting an inspection for, or treating the presence of, bed bugs, the landlord shall provide the tenant reasonable written or electronic notice of such fact at least forty-eight hours before entrance. A tenant who receives such notice shall not unreasonably deny the landlord, qualified inspector, or pest control agent access to the dwelling unit. A landlord who fails to comply with the Bed Bug Detection and Treatment Act is liable to the tenant for the tenant's actual damages</i>
LB876	Walz		Urban Affairs 02/18/2020	General File 02/21/2020	Change provisions of the Community Development Law relating to limitations on blighted areas NACO WATCH LONM Bill; Amends 18-2103. Development projects which will involve the construction of workforce housing in an extremely blighted area shall not count toward the percentage limitations place on a city of village for declaring areas extremely blighted.
LB880	Groene		Education 01/21/2020	Approved by Governor (E- Clause) 02/13/2020	Change dates related to certifications and distributions of state aid to schools Amends 79-1022, 79-1022.02, 79-1023, 79-1027, and 79-1031.01. Requires that the Department of Education have all school budgets finalized by May 1, 2020 and that the Appropriations Committee includes the amount deemed necessary to fund the state aid by the same date.
LB898	Friesen		Transportation and Telecommunications 02/03/2020	In Committee 01/13/2020	Provide for the collocation of certain wireless facilities NACO SUPPORT Introduces new act to provide for applications for the collocation of certain wireless facilities. Allows for the State of Nebraska or any agency, county, city, village, or other political subdivision whose authorization is necessary prior to the deployment of a wireless facility to charge an application fee for the submission, processing, and review of an eligible facilities request to collocate a new wireless facility, site a new wireless support structure, or substantially change an existing wireless facility or wireless support structure. Fee must be based on the actual, direct, and objectively reasonable costs incurred for all aspects of an application review process. This includes the costs of review by an outside consultant. Charges must be itemized for the applicant. Application fees cannot exceed \$500 for the review of an eligible facilities request or collocation application on an existing wireless support structure \$1000 for the review of an application to place a new tower and associated wireless facility. The application fee shall not be used for: Travel time or expenses, meals, or overnight accommodations incurred in the review of an application by an outside consultant; or Reimbursement for a consultant that is based on a contingent fee or a results-based arrangement.
LB930	Briese		Revenue 02/21/2020	In Committee 01/13/2020 Briese Priority Bill	Require a minimum amount of tax relief under the Property Tax Credit Act NACO WATCH Amends 77-4212. Adds that for tax year 2020 and each tax year thereafter, the minimum amount of relief granted under the Property Tax Credit Act shall be two hundred seventy-five million dollars. If money is transferred or credited to the Property Tax Credit Cash Fund pursuant to any other state law, such amount shall be added to the minimum amount required when determining the total amount of relief granted under the Property Tax Credit Act.
LB946	Briese		Revenue 02/26/2020	Introduced	Change the sales tax rate and impose sales tax on additional services NACO WATCH, NHA-O

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					<i>Amends 77-2701.02, 77-2701.36, 77-2701.41, 77-2704.26, 77-2704.45, 77-2713, 77-27,132, 77-27,223, 77-2701, 77-2701.04, 77-2701.16, 77-2701.32, 77-2703, 77-2703.01, and 77-271. Changes the sales tax on October 21, 2021 from 5.5% to 4%. Gives the Tax Commissioner the ability to adjust the sales tax rate to a rate that is estimated to provide approximately the same amount of sales and use tax revenue for the state as would have been generated had the changes to the sales tax base made by this legislative bill not gone into effect at the beginning of each of the next four calendar quarters. Includes in the definition of gross receipts to include the gross income received for providing a service. Services shall be presumed taxable unless a specific sales tax exemption applies. Redefines "Seller" to include every person engaged in the business of providing services the gross receipts from the retail sale of which are required to be included in the measure of the sales tax. Adds a definition of Service to include all activities that are engaged in for other persons for a consideration and that involve predominantly the performance of a service as distinguished from selling or leasing tangible personal property. The term does not include services rendered by an employee to his or her employer. In determining what is a service, the intended use, principal objective, or ultimate objective of the contracting parties shall not be controlling.</i>
LB965	McDonnell	Support	Education 01/28/2020	General File 02/05/2020	Establish a language assessment program for children who are deaf or hard of hearing <i>Declares that Nebraska recognizes American Sign Language as a distinct and separate language. Allows for public, private, denominational, and parochial schools to offer courses in American Sign language that are offered to all students and can be used for world language credits by the student. Requires the State Department of Education, in collaboration with the Commission for the Deaf and Hard of Hearing, establish and coordinate a language assessment program for children who are deaf or hard of hearing. The program shall assess, monitor, and track the language developmental milestones for children from birth through five who are deaf or hard of hearing. The scope of the program shall include children who use one or more communication modes in American Sign Language, English literacy, and, if applicable, spoken English and visual supplements. Requires a joint report be published on or before December 31, 2021, and on or before each December 31 thereafter by the State Department of Education and the Commission for the Deaf and Hard of Hearing. Report should be specific to language and literacy developmental milestones for each age from birth through of children who are deaf or hard of hearing, including children who are deaf or hard of hearing and have another disability, relative to such children's peers who are not deaf or hard of hearing. Report should be based on existing data annually reported by the State Department of Education in compliance with the federally required state performance plan on pupils with disabilities. Both should publish the report on their respective web sites and be electronically submitted to the Education Committee of the Legislature and the Clerk of the Legislature. Creates an advisory committee to the Commission for the Deaf and Hard of Hearing that will ultimately terminate July 1, 2021. Membership will include the following members appointed by the Commission: A credentialed teacher of the deaf who uses both American Sign Language and English during instruction; A credentialed teacher of the deaf who uses spoken English, with or without visual supplements, during instruction; A credentialed teacher of the deaf who has expertise in curriculum development and instruction for American Sign Language and English; A credentialed teacher of the deaf who has expertise in assessing language development in both American Sign Language and English; A speech language pathologist who has experience working with children from birth through five years of age; A professional with a linguistic background who conducts research on language outcomes of children who are deaf or hard of hearing and who uses both American Sign Language and English; A parent of a child who is deaf or hard of hearing and who uses both American Sign Language and English; A parent of a child who is deaf or hard of hearing and who uses spoken English with or without visual supplements; A member knowledgeable about teaching and using both American Sign Language and English in the education of children who are deaf or hard of hearing; A community member representing the deaf community; A community member representing the hard of hearing community; The state liaison for any regional programs for the education of children who are deaf or hard of hearing, coordinated through the State Department of Education, or the state liaison's designee; A member of the Commission for the Deaf and Hard of Hearing; and The coordinator of a network that provides service coordination for children with special needs who are below three years of age or the coordinator's designee. The committee shall on or before July 1, 2020 develop specific action plans and make recommendation necessary to fully implement the language assessment program. The specific action plans and recommendations developed by the advisory committee shall include, but are not limited to, the following: Language assessments that include data collection and timely tracking of the child's development so as to provide information about the child's receptive and expressive language compared to such child's linguistically age-appropriate peers who are not deaf or hard of hearing; Language assessments conducted in accordance with standardized norms and timelines in order to monitor and track language developmental milestones and developmental stages to show progress in American Sign Language literacy, English literacy, or both, for all children from birth through five who are deaf or hard of hearing; Language assessments delivered in the child's mode of communication and which have been validated for the specific purposes for which each assessment is used, and appropriately normed;</i>

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					<p><i>Language assessments administered by individuals who are proficient in American Sign Language for American Sign Language assessments and English for English assessments;</i></p> <p><i>Use of assessment results, in addition to the results of the assessment required by federal law, for guidance in the language developmental discussions by individualized family service plan or individualized education program team meetings when assessing the child's progress in language development;</i></p> <p><i>Reporting of assessment results to the parents or legal guardian of the child and any applicable agency;</i></p> <p><i>Reporting of assessment results on an aggregated basis to the Education Committee of the Legislature, the Clerk of the Legislature, and the Governor; and Reporting of assessment results to the members of the child's individualized family service plan or individualized education program team, which assessment results may be used, in addition to the results of the assessment required by federal law, by the child's individualized family service plan or individualized education program team, as applicable, to track the child's progress, and to establish or modify the individualized family service plan or individualized education program.</i></p>
LB967	DeBoer		Education 02/25/2020	In Committee 01/14/2020	<p>Change provisions regarding bullying prevention and education</p> <p><i>Amends 79-2,137. Adds new requirements for a school districts policy concerning bullying prevention and education for all students. The new requirements shall be made in the policy, in age-appropriate terms on and after August 1, 2020 and shall be annually reviewed by the school district. The policy must also be made available to all parents, guardians, school employees, and students in a student or employee handbook, which shall be available at each school office or school district office and on the school or school district web site in languages which are most prevalent among the students and parents or guardians. Requirements include:</i></p> <p><i>A clear statement that the school district prohibits harassment, intimidation, bullying, and cyberbullying on school grounds, in any vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at any school- sponsored activity or school-sponsored athletic event;</i></p> <p><i>A clear definition of bullying consistent with definitions already defined in the statutes;</i></p> <p><i>A procedure for reporting any act of bullying, including, but not limited to:</i></p> <p><i>(i) the manner for reporting any act of bullying,</i></p> <p><i>(ii) the means by which such reports may be made anonymously or in a manner that protects victims or witnesses of bullying, and</i></p> <p><i>(iii) the school officials, designated by job title, who are responsible for receiving such reports;</i></p> <p><i>A procedure for prompt investigation of a report of an act of bullying, including, but not limited to:</i></p> <p><i>(i) the school officials, designated by job title, who are responsible for investigating such reports and</i></p> <p><i>(ii) a timeline for the investigative process that ensures a prompt and thorough investigation</i></p> <p><i>A procedure to request:</i></p> <p><i>(i) a school district review of the response of a school in such district to a report of an act of bullying or</i></p> <p><i>(ii) an appeal of the results of an investigation of a report of an act of bullying;</i></p> <p><i>A procedure to ensure that the parents or guardians of any student involved in any investigation are promptly notified of the report of an act of bullying and the investigation; and</i></p> <p><i>A prohibition against reprisal or retaliation by any student or employee of the school district against any person who reports an act of bullying, provides information during an investigation of an act of bullying, or witnesses or has reliable information about an act of bullying.</i></p>
LB974		Oppose	Revenue 01/22/2020	General File 02/13/2020 Revenue Priority Bill	<p>Change taxation and school funding provisions</p> <p><i>NACO NEUTRAL, NHA-M LC-FN-Req</i></p> <p><i>Amends 77-201, 77-1391, 77-5023, 79-1025, 79-1082, 79-1001, 79-1007.11, 79-1007.18, 79-1009, 79-1015.01, 79-1016, 79-1030, 79-1098, 79-10,100, 79-10,101, 79-10,120, 79-10,126, 77-3442, 77-3446, 79-1003, 79-1005.01, 79-1017.01, 79-1022, 79-1022.02, 79-1023, 79-1027, and 79-1031.01.</i></p> <p><i>Changes tax valuations in relation to real property as follows:</i></p> <p><i>For tax years prior to tax year 2020, such real property shall be valued at its actual value;</i></p> <p><i>For tax year 2020, such real property shall be valued at ninety- five percent of its actual value for purposes of taxes levied by school districts and multiple-district school systems and at its actual value for purposes of taxes levied by any other political subdivision;</i></p> <p><i>For tax year 2021, such real property shall be valued at ninety percent of its actual value for purposes of taxes levied by school districts and multiple-district school systems and at its actual value for purposes of taxes levied by any other political subdivision; and</i></p> <p><i>For tax year 2022 and each tax year thereafter, such real property shall be valued at eighty-five percent of its actual value for purposes of taxes levied by school districts and multiple-district school systems and at its actual value for purposes of taxes levied by any other political subdivision.</i></p> <p><i>Changes tax valuations in relation to agricultural and horticultural land as follows:</i></p>

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					<p><i>For tax years prior to tax year 2020, such real property shall be valued at seventy-five percent of its actual value;</i></p> <p><i>For tax year 2020, such real property shall be valued at sixty- five percent of its actual value for purposes of taxes levied by school districts and multiple-district school systems and at seventy-five percent of its actual value for purposes of taxes levied by any other political subdivision; and</i></p> <p><i>For tax year 2021 and each tax year thereafter, such real property shall be valued at fifty-five percent of its actual value for purposes of taxes levied by school districts and multiple-district school systems and at seventy-five percent of its actual value for purposes of taxes levied by any other political subdivision.</i></p> <p><i>Changes tax valuations in relation to agricultural and horticultural land actively devoted to agricultural or horticultural purposes which has value for purposes other than agricultural or horticultural uses as follows:</i></p> <p><i>For tax years prior to tax year 2020, such real property shall be valued at seventy-five percent of its special valuation as defined in section 77-1343;</i></p> <p><i>For tax year 2020, such real property shall be valued at sixty-five percent of its special valuation as defined in section 77-1343 for purposes of taxes levied by school districts and multiple-district school systems and at seventy-five percent of its special valuation as defined in section 77-1343 for purposes of taxes levied by any other political subdivision; and</i></p> <p><i>For tax year 2021 and each tax year thereafter, such real property shall be valued at fifty-five percent of its special valuation as defined in section 77-1343 for purposes of taxes levied by school districts and multiple-district school systems and at seventy-five percent of its special valuation as defined in section 77-1343 for purposes of taxes levied by any other political subdivision.</i></p> <p><i>Makes changes to the amount school district may levy as follows:</i></p> <p><i>For fiscal years prior to fiscal year 2023-24, school districts and multiple-district school systems may levy a maximum levy of one dollar and five cents per one hundred dollars of taxable valuation of property subject to the levy; and;</i></p> <p><i>For school fiscal year 2023-24 and each school fiscal year thereafter, school districts and multiple-district school systems may levy a maximum levy equal to six cents per one hundred dollars of taxable valuation of property subject to the levy plus a levy rate which, when applied to taxable valuation of property subject to the levy, generates an amount equal to the local formula contribution for such fiscal year calculated pursuant to section 79-1015.01.</i></p> <p><i>Excluded from these limitations are:</i></p> <p><i>For fiscal year 2021-22 and each fiscal year thereafter, amounts levied by a school district, with the approval of at least two-thirds of the elected members of the school board of such school district, up to seventy-five percent of any positive difference resulting from subtracting the aid certified pursuant to section 79-1022 for such fiscal year from the January estimate of aid provided pursuant to such section for such fiscal year;</i></p> <p><i>Amounts levied to pay for special building funds and sinking funds established for projects commenced prior to the effective date of this act for construction, expansion, or alteration of school district buildings up to the amount that would be generated by a levy rate equal to the levy rate for such project for the 2019-20 fiscal year.</i></p> <p><i>The base limitation for school districts and for school fiscal year 2019-20 is two percent, and the base limitation for school districts for school fiscal year 2020-21 and each school fiscal year thereafter is the inflation rate for such school fiscal year as certified by the Tax Commissioner, including any adjustments.</i></p> <p><i>Changes the acceptable ranges for agricultural and horticultural land not receiving special valuation as follows:</i></p> <p><i>For tax year prior to tax year 2020, sixty-nine to seventy-five percent of actual value;</i></p> <p><i>For tax year 2020, fifty-nine to sixty-five percent of actual value for purposes of taxes levied by school districts and multiple-district school systems and sixty-nine to seventy-five percent of actual value for purposes of taxes levied by any other political subdivision; and</i></p> <p><i>For tax year 2021 and each tax year thereafter, forty-nine to 31 fifty-five percent of actual value for purposes of taxes levied by school districts and multiple-district school systems and sixty-nine to seventy- five percent of actual value for purposes of taxes levied by any other political subdivision.</i></p> <p><i>The acceptable ranges for agricultural land and horticultural land receiving special valuation are:</i></p> <p><i>For tax years prior to tax year 2020, sixty-nine to seventy-five percent of special valuation;</i></p> <p><i>For tax year 2020, fifty-nine to sixty-five percent of special valuation for purposes of taxes levied by school districts and multiple- district school systems and sixty-nine to seventy-five percent of special valuation for purposes of taxes levied by any other political subdivision; and</i></p> <p><i>For tax year 2021 and each tax year thereafter, forty-nine to fifty-five percent of special valuation for purposes of taxes levied by school districts and multiple-district school systems and sixty-nine to seventy-five percent of special valuation for purposes of taxes levied by any other political subdivision.</i></p> <p><i>The acceptable ranges for all other real property are:</i></p> <p><i>For tax years prior to tax year 2020, ninety-two to one hundred percent of actual value;</i></p> <p><i>For tax year 2020, eighty-seven to ninety-five percent of actual value for purposes of taxes levied by school districts and multiple-district school systems and ninety-two to one hundred percent of actual value for purposes of taxes levied by any other political subdivision;</i></p> <p><i>For tax year 2021, eighty-two to ninety percent of actual value for purposes of taxes levied by school districts and multiple-district school systems and ninety-two to one hundred percent of actual value for purposes of taxes levied by any other political subdivision; and</i></p> <p><i>For tax year 2022 and each tax year thereafter, seventy-seven to eighty-five percent of actual value for purposes of taxes levied by school districts and multiple-district school systems and ninety-two to one hundred percent of actual value for purposes of taxes levied by any other political subdivision.</i></p> <p><i>On or before April 15, 2020, for the calculation of aid for school fiscal year 2020-21, the Tax Commissioner shall certify to the department:</i></p> <p><i>The aggregate net income tax collections under the Nebraska Revenue Act of 1967 for the tax year ending or deemed to have ended on December 31, 2018;</i></p>

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					<p><i>The aggregate net corporate tax collections under the Nebraska Revenue Act of 1967 for the tax year ending or deemed to have ended on December 31, 2018; and</i></p> <p><i>The aggregate net state sales and use tax collections under the Nebraska Revenue Act of 1967 for calendar year 2018.</i></p> <p><i>On or before November 15, 2020, and on or before November 15 of each year thereafter, for the calculation of aid for the following school fiscal year, the Tax Commissioner shall certify to the department:</i></p> <p><i>The aggregate net income tax collections under the Nebraska Revenue Act of 1967 for the most recently completed tax year;</i></p> <p><i>The aggregate net corporate tax collections under the Nebraska Revenue Act of 1967 for the most recently completed tax year; and</i></p> <p><i>The aggregate net state sales and use tax collections under the Nebraska Revenue Act of 1967 for the most recently completed calendar year.</i></p> <p><i>For school fiscal year 2020-21, the department shall calculate the foundation aid to be paid to each local system for such school fiscal year.</i></p> <p><i>The foundation aid for each local system shall equal</i></p> <p><i>The fall membership for the certification of state aid pursuant to section 79-1022 or</i></p> <p><i>The average daily membership for the final calculation of state aid pursuant to section 79-1065 for such local system multiplied by the ratio of five percent of the sum of the amounts certified divided by the statewide</i></p> <p><i>Fall membership for the certification of state aid pursuant to section 79-1022 or</i></p> <p><i>Average daily membership for the final calculation of state aid pursuant to section 79-1065.</i></p> <p><i>For school fiscal year 2021-22, the department shall calculate the foundation aid to be paid to each local system for such school fiscal year.</i></p> <p><i>The foundation aid for each local system shall equal</i></p> <p><i>The fall membership for the certification of state aid pursuant to section 79-1022 or</i></p> <p><i>The average daily membership for the final calculation of state aid pursuant to section 79-1065 for such local system multiplied by the ratio of ten percent of the sum of the amounts certified divided by the statewide</i></p> <p><i>Fall membership for the certification of state aid pursuant to section 79-1022 or</i></p> <p><i>Average daily membership for the final calculation of state aid pursuant to section 79-1065.</i></p> <p><i>For school fiscal year 2022-23 and each school fiscal year thereafter, the department shall calculate the foundation aid to be paid to each local system for such school fiscal year.</i></p> <p><i>The foundation aid for each local system shall equal</i></p> <p><i>The fall membership for the certification of state aid pursuant to section 79-1022 or</i></p> <p><i>The average daily membership for the final calculation of state aid pursuant to section 79-1065 for such local system multiplied by the ratio of ten percent of the sum of the amounts certified divided by the statewide</i></p> <p><i>Fall membership for the certification of state aid pursuant to section 79-1022 or</i></p> <p><i>Average daily membership for the final calculation of state aid pursuant to section 79-1065.</i></p> <p><i>If foundation aid calculated pursuant to the above for any local system is not equal to or greater than fifteen percent of the basic funding calculated for such local system for such school fiscal year, such foundation aid shall be increased to equal fifteen percent of such basic funding.</i></p> <p><i>Except for if provided otherwise, for school fiscal year 2021-22 and each school fiscal year thereafter, each school district's formula need shall equal the difference of the sum of the school district's basic funding, poverty allowance, limited English proficiency allowance, focus school and program allowance, summer school allowance, special receipts allowance, transportation allowance, elementary site allowance, distance education and telecommunications allowance, community achievement plan allowance, new community achievement plan adjustment, student growth adjustment, any positive student growth adjustment correction, and new school adjustment minus the sum of the limited English proficiency allowance correction, poverty allowance correction, and any negative student growth adjustment correction.</i></p> <p><i>For school fiscal year 2019-20 and 2020-21, net option funding shall be the product of the net number of option students multiplied by the statewide average basic funding per formula student.</i></p> <p><i>For school fiscal year 2021-22 and each school fiscal year thereafter, net option funding shall be the product of the net number of option students multiplied by the statewide average general fund property taxes per formula student. The statewide average general fund property taxes per formula student shall be calculated by dividing</i></p> <p><i>The aggregate receipts for all school districts for the most recently available complete data year from general fund property tax levies, the Property Tax Credit Cash Fund, homestead exemption reimbursements, and personal property tax exemption reimbursements by</i></p> <p><i>The aggregate formula students for all local systems for the school fiscal year for which aid is being calculated.</i></p> <p><i>On or before April 15, 2020, on or before November 15, 2020, and on or before November 15 of each year thereafter, the Tax Commissioner shall calculate and certify to the department the inflation rate and, beginning in 2020, the local formula contribution inflation rate for the immediately following school fiscal year.</i></p> <p><i>Except as provided otherwise, the inflation rate for each school fiscal year shall be calculated by</i></p> <p><i>Subtracting the cost index, as defined in section 79-1003, immediately preceding the most recent cost index from the most recent cost index and</i></p> <p><i>Dividing the difference by the cost index immediately preceding the most recent cost index. The most recent cost index for each school fiscal year is the most recent cost index available at the time of the certification pursuant to this subsection.</i></p>

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					<p><i>If the inflation rate is greater than two and one-half percent, the inflation rate shall equal two and one-half percent.</i></p> <p><i>If the inflation rate is less than zero percent, the inflation rate shall equal zero percent.</i></p> <p><i>For school fiscal year 2023-24 and each school fiscal year thereafter, for both state aid certified pursuant to section 79-1022 and for the final calculation of state aid pursuant to section 79-1065, the local formula contribution for each local system shall equal the lesser of the local effort rate yield or the inflation rate yield.</i></p> <p><i>The local effort rate yield for each local system shall equal the product of the local system's total adjusted valuation multiplied by a local effort rate of one dollar per one hundred dollars of adjusted valuation</i></p> <p><i>The inflation rate yield for each local system shall equal the sum of</i></p> <p><i>The local formula contribution for such local system for the school fiscal year immediately preceding the school fiscal year for which aid is being calculated adjusted by the local formula contribution inflation rate plus</i></p> <p><i>The product of the local system's adjusted valuation for the total real property growth value multiplied by a local effort rate of one dollar per one hundred dollars of adjusted valuation.</i></p> <p><i>For school fiscal year 2020-21, except as provided otherwise, each school district shall have budget authority for the general fund budget of expenditures equal to the lesser of</i></p> <p><i>The budget authority for the general fund budget of expenditures or</i></p> <p><i>The greater of</i></p> <p><i>The general fund expenditures for school fiscal year 2018-19 minus any expenditures that qualified for an exclusion from the budget authority for the general fund budget of expenditures for such school fiscal year with the difference increased by the basic allowable growth rate for school fiscal year 2020-21</i></p> <p><i>The general fund expenditures for school fiscal year 2019-20 minus any expenditures that qualified for an exclusion from the budget authority for the general fund budget of expenditures for such school fiscal year with the difference increased</i></p> <p><i>By the basic allowable growth rate for school fiscal year 2019 pursuant to section 79-1025 and then</i></p> <p><i>By an amount equal to any student growth adjustment calculated for school fiscal year 2020-21, or</i></p> <p><i>One hundred ten percent of formula need for school fiscal year 2020 minus the special education expenditures for school fiscal year 2018 with such special education expenditures increased by the basic allowable growth rate for school fiscal year 2020-21.</i></p> <p><i>Allows that on or after the effective date of this act a school board or board of education of any school district may establish a special fund pursuant to this subsection only for purposes of:</i></p> <p><i>Acquiring sites for school buildings or teacherages;</i></p> <p><i>Purchasing existing buildings for use as teacherages, including the sites upon which such buildings are located;</i></p> <p><i>Purchasing or entering into a lease-purchase agreement for relocatable classroom buildings;</i></p> <p><i>Major replacement repairs on existing structures owned or leased by the school district; and</i></p> <p><i>The alteration, equipping, and furnishing of school buildings or teacherages.</i></p> <p><i>Any fund established shall be established from the proceeds of an annual tax levy, to be determined by the board, not to exceed six cents on each one hundred dollars of taxable value of all taxable property in the district.</i></p> <p><i>Such tax shall be in addition to any other taxes authorized to be levied for school purposes and shall be within the limits contained in sections 77-3442 and 79-1098. Such tax shall be levied and collected in the same manner as other taxes levied for school purposes.</i></p> <p><i>On and after the effective date of this act, the school board or board of education of any school district may, only after a vote pursuant to section 79-1098, establish a special fund for purposes of erecting, purchasing, or entering into a lease-purchase agreement for a new school building or an addition to a school building for elementary and high school grades.</i></p> <p><i>Any fund established under this subsection shall be established from the proceeds of an annual tax levy approved by the people of the school district pursuant to section 79-1098 for such purpose not to exceed fourteen cents on each one hundred dollars of taxable value of all taxable property in the school district. Such tax shall be in addition to any other taxes authorized to be levied for school purposes and shall be within the limits contained in sections 77-3442 and 79-1098.</i></p> <p><i>Such tax shall be levied and collected in the same manner as other taxes levied or school purposes.</i></p> <p><i>The school board or board of education of any school district may continue an annual tax established pursuant to this section prior to the effective date of this act through school fiscal year 2026-27 for any project commenced prior to the effective date of this act.</i></p> <p><i>Any annual tax continued pursuant to this subsection shall not exceed the rate levied for such project for school fiscal year 2019-20.</i></p> <p><i>The proceeds of any such annual tax shall only be used for the project for which the tax was levied.</i></p> <p><i>On or before October 1, 2020, the school board or board of education of any school district that levied an annual tax for school fiscal year 2019-20 shall file with the Auditor of Public Accounts a statement describing any projects for which an annual tax may be continued, the rate levied for school fiscal year 2019-20 attributable to each such project, and the anticipated completion date for each such project.</i></p>

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					<p><i>The proceeds of any annual tax imposed shall be kept separate and apart from other school district funds, except that such proceeds may be combined with amounts levied and collected under sections 79-1098 to 79-10,101 for the same project.</i></p> <p><i>On or before October 31, 2020, on or before October 31, 2021, and on or before October 31, 2022, a school district may apply to the State Department of Education for transition aid for the then current school fiscal year if such school district:</i></p> <p><i>Has a levy of one dollar and five cents per one hundred dollars of taxable valuation of property subject to the levy for the then current fiscal year; and</i></p> <p><i>Has a total budget of disbursements and transfers for the then current school fiscal year that is less than the total budget of disbursements and transfers for the immediately preceding school fiscal year for such school district by a difference of at least one percent of such total budget of disbursements and transfers for the immediately preceding school fiscal year.</i></p> <p><i>The department shall calculate and disburse transition aid for each applicant school district equal to the difference of the total budget of disbursements and transfers for the immediately preceding school fiscal year minus the total budget of disbursements and transfers for the then current school fiscal year multiplied by:</i></p> <p><i>One hundred percent for school fiscal year 2020-21,</i></p> <p><i>Seventy-five percent for school fiscal year 2021-22, and</i></p> <p><i>Fifty percent for school fiscal year 2022-23.</i></p> <p><i>If the total amount of transition aid for all applicant school districts for any school fiscal year for which transition aid is calculated is greater than the amount appropriated by the Legislature for such purpose, the transition aid for each applicant school district shall be reduced proportionally such that the total transition aid to be paid to all applicant school districts equals the amount appropriated by the Legislature for such purpose.</i></p> <p><i>If the transition aid calculated for any school district is greater than five hundred thousand dollars, transition aid for such school district shall be paid in one lump-sum payment on the last business day of November. All other transition aid shall be paid to school districts in eight monthly payments on the last business day of each month beginning in November of such school fiscal year.</i></p> <p><i>Transition aid shall be paid from the appropriation made for such purpose.</i></p>
LB990	Wayne	Monitor	General Affairs 02/10/2020	In Committee 01/15/2020	<p>Adopt the Games of Skill Act and use proceeds to reduce school district property tax levies</p> <p><i>Amends 28-1101, 28-1105, 28-1113, 79-1001, 9-1,101 and 77-3442</i></p> <p><i>Adopts the Games of Skill Act. Makes it the intent of the Legislature to recognize sports betting, fantasy sports, and various forms of poker as games of skill. Requires any operator who offers a game of skill in Nebraska to first register with the department.</i></p> <p><i>To be eligible to register to offer a game of skill in this state, an operator shall:</i></p> <p><i>Be authorized to transact business in Nebraska,</i></p> <p><i>Pay a registration fee of ten thousand dollars to the department,</i></p> <p><i>Pass a national criminal history record information check, and</i></p> <p><i>Comply with any other applicable provisions of the Games of Skill Act. After initial registration, an operator shall pay an annual registration renewal fee of six percent of such operator's gross revenue for the preceding twelve-month period, not to exceed ten thousand dollars, to the department.</i></p> <p><i>The department shall remit all registration and renewal fees collected, after payment of all reasonable and necessary operating expenses and prizes, to the State Treasurer for credit to the Games of Skill School Property Tax Reduction Fund. While the department has the authority to adopt and promulgate most rules and regulations, they do not have the authority to adopt rules and regulations limiting or regulating:</i></p> <p><i>Game rules governing the play of an individual game of skill;</i></p> <p><i>The statistical components of a game of skill; or</i></p> <p><i>Any digital platform to be used by an operator.</i></p> <p><i>Requires an operator to submit evidence, deemed satisfactory to the department, that the operator has established and implemented, or has the ability to implement, prior to conducting operations, commercially reasonable procedures for a game of skill that:</i></p> <p><i>Prevent such operator, any employee of such operator, any relative living in the same household as such operator or any employee of such operator from engaging as a participant in any game of skill offered by such operator. For purposes of this subdivision, relative means the parent, child, brother, sister, or spouse of the operator or employee;</i></p> <p><i>Prevent the sharing of confidential information with third parties that could affect game of skill play until such information is made publicly available;</i></p> <p><i>Prohibit the following persons from engaging as a participant in any game of skill:</i></p> <p><i>A referee, umpire, coach, trainer, or other individual who officiates or participates in or prepares athletes for a sporting event that is the subject of a game of skill; or</i></p> <p><i>Any sports agent, team employee, or league official associated with a sport or sporting event that is the subject of a game of skill;</i></p> <p><i>Verify that a participant in a game of skill is nineteen years of age or older;</i></p> <p><i>Provide a participant with access to information on responsible play and access to information on seeking assistance for compulsive gambling behavior;</i></p> <p><i>Provide a participant with information regarding the participant's play history and account details;</i></p>

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					<p>Ensure that any athlete in a real-world sporting event is restricted from participating in a game of skill that is determined, in whole or in part, on the accumulated statistical results of such athlete, such athlete's real-world team, or the sport or sporting event in which such athlete is participating as an athlete;</p> <p>Allow a person to restrict himself or herself from participating in a game of skill upon request and provide reasonable steps to prevent the person from participating in any game of skill offered by such operator;</p> <p>Disclose the number of entries or wagers that a participant may submit to each game of skill and provide reasonable steps to prevent a participant from submitting more than the allowable number;</p> <p>Segregate participant funds from operational funds or maintain a reserve that exceeds the amount of participant funds on deposit, which reserve may not be used for operational activities. The reserve funds may be in the form of cash, cash equivalents, payment processor reserves, payment processor receivables, an irrevocable letter of credit, a bond, or any combination thereof, in the amount that must exceed the total balances of the accounts of all participants; and</p> <p>Prohibit the use of unauthorized third-party computer scripts.</p> <p>An operator shall not offer a game of skill based on the performance of a participant in a collegiate, high school, or youth sporting event.</p> <p>Any person who knowingly violates any provision of the Games of Skill Act shall be subject to payment of a civil penalty of not more than one thousand dollars for each violation, not to exceed five thousand dollars for violations arising out of the same transaction or occurrence.</p> <p>Such penalty may be recovered in a civil action brought by the department.</p> <p>All penalty money collected by the department pursuant to this section shall be remitted to the State Treasurer for distribution in accordance with Article VII, section 5, of the Constitution of Nebraska.</p> <p>Creates the Game of Skill School Property Tax Reduction Fund.</p> <p>The fund shall consist of all registration and renewal fees collected by the department, after payment of reasonable and necessary operating expenses and prizes.</p> <p>The fund shall be used solely for games of skill school property tax reduction aid.</p> <p>Any money in the fund available for investment shall be invested by the state investment officer pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act.</p> <p>For school fiscal years 2022-23 and each school fiscal year thereafter, each school district shall receive games of skill school property tax reduction aid in an amount calculated by:</p> <p>Dividing the balance in the Games of Skill School Property Tax Reduction Fund as of the October 1 immediately preceding the certification of aid pursuant to section 79-1022 for such school fiscal year by the statewide adjusted valuation to arrive at the games of skill school property tax reduction factor; and</p> <p>Multiplying the adjusted valuation for such school district by the games of skill school property tax reduction factor to arrive at games of skill school property tax reduction aid for such school district.</p> <p>Games of skill school property tax reduction aid shall not be included in the calculation of either formula needs or formula resources.</p>
LB991	Halloran		Judiciary 02/20/2020	In Committee 01/15/2020	<p>Create the offense of sexual assault of a student and prohibit related enticement conduct by school officials</p> <p>Amends 28-311, 28-319.01, 28-320.02, 28-833, 28-1463.04, 29-2028, 81-1850, 42-1203 83-174.02, 27-404, 27-412, 27-413, 28-101, 28-311.11, 28-318, 28-813.01, 28-1463.05, 29-110, 29-119, 29-4003, and 83-4,143. Adds that evidence of the victim's consent is not admissible in any civil proceeding involving alleged: Sexual penetration or sexual contact when the actor is a school official who is at least nineteen years of age and the victim is a school student at least sixteen years of age and less than nineteen years of age.</p> <p>No person, by any means and without privilege to do so, shall knowingly solicit, coax, entice, or lure or attempt to solicit, coax, entice, or lure any child under the age of fourteen years to enter into any vehicle, whether or not the person knows the age of the child.</p> <p>If such person has previously been convicted of child enticement by a school official by means of an electronic communication device or sexual assault of a student in the first or second degree when the victim was under eighteen years of age when such person violates this section, such person is guilty of a Class IIA felony.</p> <p>Adds sexual assault of a student to the definition of sexual assault offense.</p> <p>Any person who is found guilty of sexual assault of a child in the first degree and who has previously been convicted of sexual assault of a student in the first or second degree shall be guilty of a Class IB felony with a mandatory minimum sentence of twenty-five years in prison.</p> <p>Adds that no school official shall knowingly solicit, coax, entice, or lure:</p> <p>A school student at least sixteen years of age and less than nineteen years of age or</p> <p>A peace officer who is believed by such school official to be a school student at least sixteen years of age and less than nineteen years of age, by means of an electronic communication device, to engage in an act which would be in violation of section 10 of this act.</p> <p>A person who violates the above is guilty of a Class II felony.</p> <p>If a person who violates this section has previously been convicted of a violation of this section or section 28-308, 28-309, 28-310, 28-311, 28-313, 28-314, 28-315, 28-319, 28-319.01, 28-320.01, 28-813.01, 28-833, 28-1463.03, or 28-1463.05 or section 10 of the act or of second degree sexual assault under section 28-320, the person is guilty of a Class ID felony.</p>

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					<p><i>A school official commits the offense of sexual assault of a student in the first degree if the school official engages in sexual penetration with a school student who is at least sixteen years of age and less than nineteen years of age and such school official is nineteen years of age or older.</i></p> <p><i>Sexual assault of a student in the first degree is a Class IC felony.</i></p> <p><i>A school official commits the offense of sexual assault of a student in the second degree if the school official engages in sexual contact with a school student who is at least sixteen years of age and less than nineteen years of age and such school official is nineteen years of age or older.</i></p> <p><i>Sexual assault of a student in the second degree is a Class ID felony.</i></p> <p><i>It is not a defense to a charge under this section that the school student consented to the sexual penetration or sexual contact. A school official who is nineteen years of age or older shall not knowingly and intentionally utilize an electronic communication device to contact a school student who is at least sixteen years of age and less than nineteen years of age or a peace officer who is believed by such person to be such a school student of such age and in so doing engage in conduct described in subsection (3) of this section.</i></p> <p><i>This applies to a person who, in using an electronic communication device</i></p> <p><i>The Sex Offender Registration Act Applies to any person who on or after October 1, 2020:</i></p> <p><i>Has ever pled guilty to, pled nolo contendere to, or been found guilty of:</i></p> <p><i>Sexual assault of a student in the first or second degree under section 10 of this act;</i></p> <p><i>Child enticement by a school official by means of an electronic communication device under subsection (2) of section 28-320.02; or</i></p> <p><i>Enticement by electronic communication device by a school official pursuant to subsection (2) of section 28-833; or</i></p> <p><i>Has ever pled guilty to, pled nolo contendere to, or been found guilty of any offense that is substantially equivalent to a registrable offense under subdivision (1)(d)(i) of this section by any village, town, city, state, territory, commonwealth, or other jurisdiction of the United States, by the United States Government, by court-martial or other military tribunal, or by a foreign jurisdiction, notwithstanding a procedure comparable in effect to that described under section 29-2264 or any other procedure to nullify a conviction other than by pardon.</i></p>

LB992	Friesen		Transportation and Telecommunications 02/03/2020	In Committee 01/15/2020 Transportation and Telecommunications Priority Bill	<p>Adopt the Broadband Internet Service Infrastructure Act and provide for certain broadband and Internet-related services</p> <p><i>NM Review Req, NHA-S NACO SUPPORT</i></p> <p><i>Amends 75-109.01, 86-127, and 86-577, 86-579 and 86-1102. Adopts the Broadband Internet Service Infrastructure Act.</i></p> <p><i>For real property subject to an electric utility easement, if an electric utility, or any commercial broadband supplier designated by the electric utility to act on its behalf, complies with the notice and filing requirements, the electric utility holding the electric utility easement may, (subject to subsection (4) of this section and without the consent of an interest holder in the real property subject to the electric utility easement) take the following actions to the extent not already permitted by the electric utility easement: Install, maintain, or own, or permit any commercial broadband supplier to install, maintain, or own, an attached facility for operation by a commercial broadband supplier in providing commercial broadband service; and</i></p> <p><i>Lease or otherwise provide to a commercial broadband supplier any excess capacity of attached facilities for purposes of providing commercial broadband service.</i></p> <p><i>At least thirty days before first exercising an action with respect to an electric utility easement or portion of an electric utility easement, an electric utility or its designated commercial broadband supplier shall send notice to each property owner that holds an interest in the real property subject to the electric utility easement and any other interest holder that has recorded a request for notice and shall record a memorandum in the office of the county clerk in each county in which the electric utility is exercising action.</i></p> <p><i>An electric utility or its designated commercial broadband supplier may only commence an action upon delivery of such notice.</i></p> <p><i>No claim or cause of action against an electric utility or a commercial broadband supplier concerning the electric utility's or commercial broadband supplier's exercise of action or any actions that the electric utility or commercial broadband supplier takes before the effective date of this act that, if taken after the effective date of this act, would be authorized under this act may be brought by or on behalf of an interest holder more than two years after the latest of:</i></p> <p><i>The effective date of this act;</i></p> <p><i>The date of delivery of notice; or</i></p> <p><i>The date of recording of a memorandum pursuant this act.</i></p> <p><i>This does not apply to:</i></p> <p><i>Physical damage to property;</i></p> <p><i>Injury to natural persons; or</i></p>
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					<p><i>Breach of the terms and conditions of a written electric easement as the terms and conditions apply in accordance with this act.</i></p> <p><i>A claim or cause of action shall not be brought by or on behalf of an interest holder against a commercial broadband supplier for notice provided by the commercial broadband supplier on behalf of an electric utility.</i></p> <p><i>Nothing in this subsection prohibits an electric utility and a commercial broadband supplier from contracting to allocate liability for notice required.</i></p> <p><i>If an interest holder brings a trespass claim, inverse condemnation claim, or any other claim or cause of action for an electric utility's or commercial broadband supplier's performance of actions the following applies to the claim or cause of action:</i></p> <p><i>The measure of damages for all claims or causes of action, taken together, is the fair market value of the reduction in value of the interest holder's interest in the real property. In determining or providing the fair market value:</i></p> <p><i>The following shall not be used and are not admissible as evidence in any proceeding:</i></p> <p><i>Profits, fees, or revenue derived from the attached facilities;</i></p> <p><i>The rental value of the real property interest or the electric easement, including the rental value of any attached facilities or an assembled broadband corridor; and</i></p> <p><i>Consideration must be given to any increase in value to the real property interest resulting from the availability of commercial broadband service to the real property underlying the real property interest that arises from the installation of attached facilities.</i></p> <p><i>The interest holder shall make reasonable accommodations for the electric utility or commercial broadband supplier to perform an appraisal or inspection of the real property within ninety days following any written request for an appraisal or inspection. If an interest holder fails to make such accommodations, the electric utility or commercial broadband supplier has no further liability to the interest holder with respect to such claim or cause of action. The electric utility or commercial broadband supplier shall promptly provide to the interest holder a copy of any appraisal performed.</i></p> <p><i>Any damages for any claims or causes of action:</i></p> <p><i>Are limited to those damages that existed at the time the electric utility or commercial broadband supplier first performed the actions; and</i></p> <p><i>Shall not be deemed to continue, accrue, or accumulate.</i></p> <p><i>With regard to a claim or cause of action:</i></p> <p><i>Except for an electric utility's or commercial broadband supplier's failure to comply, negligence, or willful misconduct, or in accordance with the terms and conditions of a written electric utility easement as such apply, an interest holder is not entitled to reimbursement from an electric utility or commercial broadband supplier for the cost of any appraisal, attorney fees or award for special, consequential, indirect, or punitive damages; and</i></p> <p><i>Any action or failure to act by an electric utility or commercial broadband supplier in furtherance of the electric utility's or commercial broadband supplier's exercise of action shall not be deemed negligence or willful misconduct.</i></p> <p><i>By accepting a damage award for any claim or cause of action, an interest holder shall be deemed to have granted an increase in the scope of the electric easement, equal in duration to the term of the electric utility easement and subject to this section, to the extent of the interest holder's rights in the real property, for all of the uses of the real property and actions.</i></p> <p><i>Nothing in the Broadband Internet Service Infrastructure Act:</i></p> <p><i>Is intended to subject an electric utility to regulation by the Federal Communications Commission;</i></p> <p><i>Constitutes an exercise of, or an obligation or intention to exercise, the right of the state under 47 U.S.C. 224 (c), as such section existed on January 1, 2020, to regulate the rates, terms, and conditions for pole attachments as defined in 47 U.S.C. 224 (a)(4), as such section existed on January 1, 2020;</i></p> <p><i>Constitutes a certification, or an obligation or intention to certify, to the Federal Communications Commission under 47 U.S.C. 224, as such section existed on January 1, 2020; or</i></p> <p><i>Prevents the parties involved from filing a claim or cause of action in any court of competent jurisdiction for any dispute arising under the Broadband Internet Service Infrastructure Act.</i></p> <p><i>Makes it the intent of the Legislature to encourage local and regional broadband planning, and to encourage public-private partnerships to enhance broadband services in unserved and underserved areas of the state.</i></p> <p><i>Creates the position of the State Broadband Coordinator who shall:</i></p> <p><i>Encourage each county or region comprising a group of counties to appoint a broadband coordinator to facilitate broadband planning and coordination;</i></p> <p><i>Encourage each county or region to work with groups of stakeholders, which may include, but not be limited to, businesses and industries, community foundations, local governments, local or regional economic development organizations, schools, colleges, other educational entities, public libraries, health care institutions, financial institutions, telecommunications providers, public power districts, electric cooperatives, nonprofit organizations, and other interested entities;</i></p> <p><i>Assist such counties, regions, and stakeholders in determining what broadband assets are available, the areas for improvement, and strategies to improve broadband availability and use; and</i></p> <p><i>Explore the creation of broadband cooperatives in unserved or underserved areas of the state.</i></p> <p><i>Makes it the intent of the legislature to better utilize public libraries in providing Internet and computer access to students and the general public in unserved and underserved areas or in areas with a high percentage of students who have limited or no access to the Internet.</i></p> <p><i>Requires the Nebraska Library Commission to employ four regional technicians who shall be employed by the commission.</i></p>

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					<p><i>The technicians shall provide technical support for public libraries across the state as directed by the commission.</i></p> <p><i>Requires the Nebraska Library Commission to establish the Nebraska E-Rate Special Construction Matching Fund Program.</i></p> <p><i>Beginning July 1, 2021, the program shall receive funding from the Nebraska Telecommunications Universal Service Fund to provide incentives for fiber optic cable to be constructed to benefit public libraries.</i></p> <p><i>The commission shall establish criteria and priorities for funding by establishing a support mechanism for eligible telecommunications carriers to deploy fiber optic cable for the benefit of public library access to E-Rate special construction matching funding.</i></p> <p><i>The commission may use its discretion in determining the amount of funding required to be contributed by any public library in order to receive matching funds from the program.</i></p>
LB998	Murman	Monitor	Education 01/27/2020	General File 02/12/2020	<p>Require behavioral awareness and intervention training and points of contact, transfer funds, and change the Tax Equity and Educational Opportunities Support Act</p> <p><i>Amends 79-2,146, 9-812, 79-2,144, 79-1001, 79-1007.11, 79-1017.01 Requires that the balance of the Nebraska Education Improvement Fund on June 30, 2021 be transferred to the Behavioral Training Cash Fund.</i></p> <p><i>Creates the Behavioral Training Cash Fund.</i></p> <p><i>Is to be administered by the State Department of Education and will consist of money received pursuant to the above and any money appropriated by the Legislature.</i></p> <p><i>The department is to distribute money in the fund pursuant to section 6 of this act to school districts for behavioral awareness and intervention training required pursuant to section 79-2,146. Adds to the duties of the School Security Director collecting behavioral awareness and intervention training plans and certifying compliance or noncompliance to the State Department of Education for each school district.</i></p> <p><i>Requires that:</i></p> <p><i>Prior to the end of school year 2024-25, each school district shall ensure that administrators, teachers, paraprofessionals, school nurses, and counselors receive behavioral awareness and intervention training.</i></p> <p><i>Each school district may provide such training, or similar training, to any other school employees at the discretion of the school district. In addition, all school employees shall have a basic awareness of the goals, strategies, and schoolwide plans included in such training.</i></p> <p><i>Beginning in school year 2021-22, each school district shall offer behavioral awareness and intervention training annually.</i></p> <p><i>Administrators, teachers, paraprofessionals, school nurses, and counselors who have received such training from the school district in which they are employed shall receive a behavioral awareness and intervention training review at least once every three years.</i></p> <p><i>Any protections and defenses found in the Student Discipline Act shall not be made contingent on whether or not an employee of a school district has completed behavioral awareness and intervention training.</i></p> <p><i>Behavioral awareness and intervention training shall include, but not be limited to, evidence-based training on a continuum that includes:</i></p> <ul style="list-style-type: none"> <i>Recognition of detrimental factors impacting student behavior, including, but not limited to, signs of trauma;</i> <i>Positive behavior support and proactive teaching strategies, including, but not limited to, expectations and boundaries;</i> <i>Verbal intervention and de-escalation techniques;</i> <i>Clear guidelines on removing students from and returning students to a class;</i> <i>Behavioral interventions and supports that will take place when a student has been removed from a class; and</i> <i>Physical intervention for safety.</i> <p><i>Behavioral awareness and intervention training shall be consistent with the Student Discipline Act, include an awareness of the protections for school personnel found in the act, include an awareness of the requirement for written consent of a parent or guardian pursuant to section 79-258, and include the identification and role of each employee designated as the behavioral awareness and intervention point of contact.</i></p> <p><i>Each school district maintain or have access to an existing registry of local mental health and counseling resources.</i></p> <p><i>On or before September 1, 2021, and on or before September 1 of each year thereafter, each school district submit a behavioral awareness and intervention training report to the state school security director.</i></p> <p><i>On or before October 31, 2021, and each October 31 thereafter, the state school security director certify the compliance or noncompliance with the requirements of this section of each school district to the State Department of Education.</i></p> <p><i>Adds to the Tax Equity and Educational Opportunities Support Act:</i></p> <p><i>For school fiscal year 2021-22 and each school fiscal year thereafter, except as provided for otherwise, using data from the fall personnel report for the immediately preceding school fiscal year, each school district shall receive behavioral training funding paid from the Behavioral Training Cash Fund for each school within such school district that has any grade above kindergarten, including, but not limited to, a special education school, an alternative school, or a focus school.</i></p> <p><i>The behavioral training funding for each school shall equal the base training reimbursement plus any additional training reimbursement units calculated pursuant to this section.</i></p> <p><i>The base training reimbursement shall be two thousand dollars.</i></p>

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					<p><i>Each school that has a full-time teacher equivalent greater than or equal to eighty teachers shall qualify for additional training reimbursement units as follows:</i></p> <p><i>Three additional training reimbursement units for each school with a full-time teacher equivalent greater than or equal to two hundred forty teachers;</i></p> <p><i>Two additional training reimbursement units for each school with a full-time teacher equivalent greater than or equal to one hundred sixty teachers but less than two hundred forty teachers; and</i></p> <p><i>One additional training reimbursement unit for each school with a full-time teacher equivalent greater than or equal to eighty teachers but less than one hundred sixty teachers.</i></p> <p><i>The amount to be paid for each additional training reimbursement unit for each school fiscal year shall equal the ratio of (a) the difference of the amount available for distribution in the Behavioral Training Cash Fund on December 1 immediately preceding such school fiscal year minus the total of the base training reimbursements for all school districts divided by (b) the total additional training reimbursement units for all school districts.</i></p> <p><i>For school fiscal year 2021-22, each school district shall qualify for behavioral training funding. For school fiscal year 2022-23 and each school fiscal year thereafter, each school district in compliance with the behavioral awareness and intervention training requirements as certified by the state school security director is eligible for behavioral training funding.</i></p> <p><i>For school fiscal year 2021-22 and each school fiscal year thereafter, the department shall include a behavioral training adjustment in the calculation of formula need for each school district which shall be equal to the behavioral training funding to be paid to such school district for such school fiscal year.</i></p> <p><i>For school fiscal year 2021-22 and each school fiscal year thereafter, the department shall include the behavioral training funding to be paid for such school fiscal year in the calculation of formula resources for each school district.</i></p>
LB1000	Blood		General Affairs	Withdrawn 01/22/2020	Direct any registration fees from fantasy contest to the early childhood and childcare workforce
LB1001	Crawford	Monitor	Education 02/18/2020	In Committee 01/21/2020	<p>Require suicide prevention phone numbers on student identification cards</p> <p><i>NM Review Req</i></p> <p><i>Would require that beginning with the 2021-22 school year, each school board shall require that the phone number for a national suicide prevention hotline, a local suicide prevention hotline, or a crisis text line is printed on each new student identification card issued to a student enrolled in a middle school grade or a high school grade.</i></p> <p><i>This does not require schools to issue student identification cards. Would require that beginning with the 2021-22 academic year, each public postsecondary institution authorized to operate in this state shall require that the phone number for a national suicide prevention hotline, a local suicide prevention hotline, or a crisis text line is printed on each new student identification card issued to a student enrolled in such public postsecondary institution.</i></p> <p><i>This does not require postsecondary institutions to issue student identification cards.</i></p>
LB1021	Groene		Urban Affairs 02/18/2020	In Committee 01/21/2020 Groene Priority Bill	<p>Provide for an expedited review of certain redevelopment plans under the Community Development Law</p> <p><i>NACO WATCH</i></p> <p><i>Amends 18-2108, 18-2110, 18-2111, 18-2112, 18-2114, 18-2117, 77-1704.01, 18-2113, 18-2115, 18-2116, 18-2117.01, and 18-2147, 18-2101.</i></p> <p><i>A redevelopment plan with which the governing body of the city in which the redevelopment project area is located has approved the redevelopment plan shall receive an expedited review and shall be exempt from the requirements of sections 18-2111 to 18-2115 and 18-2116.</i></p> <p><i>A redevelopment plan is eligible for expedited review if:</i></p> <p><i>The redevelopment plan includes only one redevelopment project;</i></p> <p><i>The redevelopment project involves the repair, rehabilitation, or replacement of an existing structure located within a substandard and blighted area;</i></p> <p><i>The redevelopment project is located in a county with a population of less than one hundred thousand inhabitants or in an area that has been declared an extremely blighted area</i></p> <p><i>The existing structure is at least fifty years old; and</i></p> <p><i>The redevelopment project dollar amount is no more than:</i></p> <p><i>Two hundred fifty thousand dollars for a redevelopment project involving a single-family residential structure;</i></p> <p><i>One million dollars for a redevelopment project involving a multi-family residential structure or commercial structure; or</i></p> <p><i>Ten million dollars for a redevelopment project involving the revitalization of a structure included in the National Register of Historic Places.</i></p> <p><i>The expedited review shall consist of the following steps:</i></p> <p><i>A redeveloper shall prepare the redevelopment plan using a standard form developed by the Department of Economic Development.</i></p>

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					<p><i>The form shall include</i></p> <p><i>The existing uses and condition of the property within the redevelopment project area,</i></p> <p><i>The proposed uses of the property within the redevelopment project area,</i></p> <p><i>The current age of the existing structure,</i></p> <p><i>The current assessed value of the property within the redevelopment project area,</i></p> <p><i>The increase in the assessed value of the property within the redevelopment project area that is estimated to occur as a result of the redevelopment project, and</i></p> <p><i>(vi) an indication of whether the redevelopment project will be financed in whole or in part through the division of taxes as provided in section 18-2147;</i></p> <p><i>The redeveloper shall submit the redevelopment plan directly to the governing body along with any building permit necessary to complete the redevelopment project and an application fee in an amount set by the governing body, not to exceed fifty dollars; and</i></p> <p><i>The governing body shall then approve the redevelopment plan if the requirements are met.</i></p> <p><i>Each city may select the appropriate employee or department to conduct expedited reviews pursuant to this section.</i></p> <p><i>If an approved redevelopment project is financed in whole or in part through the division of taxes, the portion of taxes mentioned in subdivision (1)(b) of section 18-2147 shall not be disbursed until the county assessor determines that the redevelopment project is complete.</i></p> <p><i>Projects must be completed within two years after receiving approval under this section. If a county assessor determines that a project is complete, he or she shall certify:</i></p> <p><i>That improvements have been made and completed;</i></p> <p><i>That a valuation increase has occurred;</i></p> <p><i>The amount of the valuation increase; and</i></p> <p><i>That the valuation increase was due to the improvements made.</i></p> <p><i>Once the county assessor has certified that the redevelopment project is complete, the portion of the taxes mentioned in subdivision (1)(b) of section 18-2147 shall be paid directly to the property owner by the governing body.</i></p> <p><i>On or before December 1 of each year, each city which has approved one or more redevelopment plans under this section shall provide a report to the Property Tax Administrator which includes the following information:</i></p> <p><i>The total number of redevelopment projects approved under this section each calendar year;</i></p> <p><i>For those projects that are financed in whole or in part through the division of taxes as provided in section 18-2147, the total redevelopment project valuation for all such projects and the total amount of property taxes collected on such valuation; and</i></p> <p><i>The total number of completed redevelopment projects for which payments have been made pursuant to subsection (6) of this section.</i></p>
LB1023	DeBoer	Support	Education 02/24/2020	In Committee 01/22/2020	<p>Adopt the Extraordinary Increase in Special Education Cost Act</p> <p><i>Amends 79-1142. Creates the Extraordinary Increase in Special Education Cost Act. Creates the Extraordinary Increase in Special Education Cost Fund.</i></p> <p><i>The fund shall consist of money appropriated by the Legislature.</i></p> <p><i>Any money in the fund available for investment shall be invested by the state investment officer pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act.</i></p> <p><i>The Department of Education shall reimburse the fund for each payment from the appropriation for special education and support services reimbursements in the school fiscal year immediately following the school fiscal year in which such payment was made.</i></p> <p><i>Intent of the Legislature to appropriate three million dollars to the Fund for fiscal year 2020-21.</i></p> <p><i>The Legislature may appropriate additional money in future fiscal years as needed.</i></p> <p><i>States that the legislature finds that special education costs can be unpredictable, school districts may have difficulty covering the large unexpected costs and assisting school districts upfront with large upfront unexpected special education costs allows school districts to more easily meet the needs of all students. Allows for school districts on or after September 21 of each school year to apply to the State Department of Education for a payment from the Extraordinary Increase in Special Education Cost Fund to cover an extraordinary increase in special education costs pursuant to certain requirements. A school district shall qualify for such payment if the special education budget of expenditures for the then current school fiscal year exceeds the special education budget of expenditures for the immediately preceding school fiscal year by an amount equal to or greater than seven percent of the special education budget of expenditures for the immediately preceding school fiscal year. Each qualifying applicant school district shall receive a payment equal to the difference of the amount by which the special education budget of expenditures for the then current school fiscal year exceeds the special education budget of expenditures for the immediately preceding school fiscal year minus two and one-half percent of the special education budget of expenditures for the immediately preceding school fiscal year.</i></p> <p><i>Payments shall be proportionally reduced for each school district that, at the time such payments are calculated, has applied for a payment pursuant to this section and has not yet received such payment If there are not sufficient unobligated funds available.</i></p>

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LB1039	Cavanaugh	Support	Education 02/18/2020	In Committee 01/22/2020	Adopt the Hunger-Free Schools Act <i>Amends 79-10, 137 and repeals 79-10, 138 and 79-10, 139. Creates the Hunger-Free Schools Program and states that It is the intent of the Legislature to appropriate money from the General Fund to carry out the Hunger-Free Schools Act. Allows a public school which is participating in the school breakfast program or the national school lunch program under the federal Child Nutrition Act to offer breakfast and lunch at no cost to all students for any school breakfast program or school lunch program operated by such school during the school day. Requires that the Department of Education reimburse each qualified public school a portion of the cost of each eligible breakfast and each eligible lunch served by such school during the second preceding school fiscal year in an amount intended to offset the cost of the provision of such eligible breakfasts and eligible lunches at no cost to all students. Requires the Department of Education to make disbursements annually to each qualified school district that complies with the requirements of the Hunger-Free Schools Program in the amount of: For each school that has adopted the community eligibility provision: The difference between the federal reimbursement for a free breakfast and the federal reimbursement rate for a fully paid breakfast for each fully paid breakfast served; and The difference between the federal reimbursement rate for a free lunch and the federal reimbursement rate for a fully paid lunch for each fully paid lunch served. For each school that has not adopted the community eligibility provision in the year that the eligible breakfasts and eligible lunches were served: Thirty cents for each eligible breakfast served to a student eligible for a reduced-price breakfast; Forty cents for each eligible lunch served to a student eligible for a reduced-price lunch; The difference between the federal reimbursement rate for a free breakfast and the federal reimbursement for a fully paid breakfast for each fully paid breakfast served; and The difference between the federal reimbursement rate for a free lunch and the federal reimbursement for a fully paid lunch for each fully paid lunch served Nothing in the Hunger-Free Schools Act shall prevent a school district from collecting and qualifying income applications for students eligible for free or reduced-price meals. Gives the Department of Education the ability to adopt and promulgate rules and regulations to carry out the Hunger-Free Schools Act, including, but not limited to rules and regulations for the disbursement of payments to school districts pursuant to the act.</i>
LB1048	Quick		Judiciary 02/20/2020	In Committee 01/22/2020	Create the offense of sexual assault by a school employee and provide notification to the Commissioner of Education <i>Amends 28-710, 28-713, and 28-713.01. Redefines School employee to mean: A person who is employed by or who performs services as a volunteer for a public, private, denominational, or parochial school approved or accredited by the State Department of Education. Redefines Student to mean: Student means a person currently enrolled in or attending a public, private, denominational, or parochial school approved or accredited by the State Department of Education, or who was a student enrolled in or who attended such a school within thirty days of any violation of section 4 of this act. Introduces a new requirement that if the subject of the report of child abuse or neglect is a school employee and the child is a student in the school to which such school employee is assigned for work, the notice of the determination of the case to the subject shall also be sent to the Commissioner of Education. Creates a new Class of felony entitled "Sexual Abuse by a school employee." A person commits the offense of sexual abuse by a school employee if a school employee subjects a student to sexual penetration or sexual contact, or engages in a pattern or practice or scheme of conduct to subject a student to sexual penetration or sexual contact. It is not a defense to a charge under this section that the student consented to such sexual penetration or sexual contact. First Degree, a Class IIA Felony includes: Any school employee who engages in sexual penetration with a student. Second Degree, a Class IIIA Felony includes: Any school employee who engages in sexual contact with a student. Third Degree, a Class IV Felony includes: Any school employee who engages in a pattern or practice or scheme of conduct to subject a student to sexual penetration or sexual contact.</i>
LB1066	Erdman		Education 02/04/2020	In Committee 01/24/2020	Change provisions for modifying school district boundaries <i>Amends 79-414, 79-413, and 79-419. Adds a new section that states, petitions proposing to change the boundaries of existing school districts through the transfer of a parcel of land containing a residence and not exceeding six hundred forty acres shall be approved by the state committee when the petitions involve a transfer between Class III or IV school districts and the distance to the closest school building or the closest school bus pickup point of the receiving district is ten or more miles closer to such residence, by the shortest distance on a maintained public highway or maintained public road, than the distance to the closest school building or closest school bus pickup point of the current district to such residence.</i>

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LB1073	DeBoer	Oppose	Education 02/11/2020	In Committee 01/27/2020 DeBoer Priority Bill	Create the School Financing Review Commission, add basic funding aid, and change adjusted valuations, the local effort rate, and certification dates <i>Amends 79-1001, 79-1007.11, 79-1015.01, 79-1016, 79-1017.01, 79-1022, 79-1022.02, 79-1023, 79-1027, and 79-1031.01. Creates the School Financing Review Commission which shall consist of: The Commissioner of Education or his or her designee; One representative of the Governor appointed by the Governor; One representative of postsecondary education with expertise in school finance; One member of the Educational Service Unit Coordinating Council; One school board member and one school administrator each representing a school district with not more than one thousand two hundred students; One school board member and one school administrator each representing a school district with more than one thousand two hundred students but not more than ten thousand students; One school board member and one school administrator each representing a school district with more than ten thousand students; Six members from the state at large, two from each congressional district, who reside in school districts of varied sizes and with varying percentages of limited English proficiency students and poverty students. At least one of the members appointed pursuant to this subdivision shall have experience teaching in a public school as a certificated teacher, at least one shall have experience in business, and at least one shall have experience in an agriculture-related business. Commission shall conduct an in-depth review of the financing of the public elementary and secondary schools. Requires the commission on and after December 1, 2021, to assure that every Nebraskan is educated for success to: Review the mission of providing Nebraskans the opportunity to acquire the necessary skills and knowledge to be productive individuals; Review, make recommendations on, and report on the progress of any goals established by the Legislature and the State Department of Education related to such mission. The committee may solicit comments, concerns, and case studies from all sizes of schools in Nebraska and develop best practices for implementing and achieving such goals; and Review the implementation of the Tax Equity and Educational Opportunities Support Act and the implementation of any recommendations contained in reports issued. On or before July 1 of each even-numbered year beginning in 2022 and ending in 2028, the School Financing Review Commission shall report to the Governor, to the State Board of Education, and electronically to the Legislature on the adequacy of school funding sources. In relation to school funding the department of education shall determine the basic funding aid to be paid to each school district. Basic funding aid for each school district for each such school fiscal year shall equal seven and one-half percent of the basic funding calculated pursuant to section 79-1007.16 for such school district. For school fiscal years 2020-21 and 2021-22, a basic funding aid adjustment equal to the basic funding aid shall be included in the calculation of formula need pursuant to section 79-1007.11 for each school district. For each school fiscal year for which basic funding aid is calculated pursuant to this section, a basic funding aid allowance equal to the basic funding aid shall be included in the calculation of formula need pursuant to section 79-1007.11. For each school fiscal year for which basic funding aid is calculated pursuant to this section, basic funding aid shall be included as a formula resource pursuant to section 79-1017.01 for each school district. It is the intent of the Legislature that if any actions are taken to decrease the amount of state aid to be certified pursuant to section 79-1022, basic funding aid pursuant to this section shall be reduced prior to any action that would reduce the amount of equalization aid to be paid. For school fiscal years 2020-21 and 2021-22, each school district's formula need shall equal the difference of the sum of the school district's basic funding, poverty allowance, limited English proficiency allowance, focus school and program allowance, summer school allowance, special receipts allowance, transportation allowance, elementary site allowance, distance education and telecommunications allowance, community achievement plan allowance, basic funding aid allowance, basic funding aid adjustment, averaging adjustment, new community achievement plan adjustment, student growth adjustment, positive student growth adjustment correction, and new school adjustment minus the sum of the limited English proficiency allowance correction, poverty allowance correction, and negative student growth adjustment correction. For school fiscal year 2022-23 and each school fiscal year thereafter, each school district's formula need shall equal the difference of the sum of the school district's basic funding, poverty allowance, limited English proficiency allowance, focus school and program allowance, summer school allowance, special receipts allowance, transportation allowance, elementary site allowance, distance education and telecommunications allowance, community achievement plan allowance, basic funding aid allowance, averaging adjustment, new community achievement plan adjustment, student growth adjustment, positive student growth adjustment correction, and new school adjustment minus the sum of the limited English proficiency allowance correction, poverty allowance correction, and negative student growth adjustment correction.</i>

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LB1080	Lathrop	Support	Education 02/11/2020	General File 02/18/2020	Require school policies that prohibit sexual conduct with students and former students <i>Requires that on or before June 30, 2021, the school board or board of education of each school district and the governing authority of each private, denominational, or parochial school adopt a policy regarding appropriate relationships between a student and a school employee or a student teacher or intern. Policy shall include at a minimum the following: A provision prohibiting any school employee or any student teacher or intern from engaging in grooming; A provision prohibiting any relationship that involves sexual contact or sexual penetration from occurring between a student and a school employee or a student teacher or intern while the student is a current student and for a minimum of one year after the date of the student's graduation or the date the student otherwise ceases enrollment; Examples of grooming and related conduct the board or governing authority deems unacceptable; A procedure for a school employee or a student teacher or intern to verify the policy was received and understood; A procedure for reporting suspected grooming or other unacceptable conduct of a school employee or a student teacher or intern to the school or school district administration, the State Department of Education, the Department of Health and Human Services, and law enforcement; A description of the preferred methods for a school employee or a student teacher or intern to use in communicating with students, including which personal communication systems the board or governing authority has deemed permissible for this purpose; Notice that any violation of the policy by a school employee or a student teacher or intern may result in disciplinary action up to and including dismissal; Notice that any violation of the policy by any certificated employee may result in referral to the State Department of Education and consequences including suspension or revocation of the employee's certificate; and Notice that any violation involving sexual or other abuse will result in referral to the Department of Health and Human Services, law enforcement, or both. Nothing above is to be construed to limit any certificated employee's duty to report to the State Department of Education any known violation of standards of professional practices adopted by the State Board of Education.</i>
LB1087	Friesen		Revenue 02/19/2020	In Committee 01/24/2020	Change provisions relating to partial payments of property taxes <i>LC - FC Req NACO OPPOSE Amends 77-1704.02 and 77-1719.03. Allows for the county treasurer shall accept partial payments for the discharge of current or delinquent real property taxes, personal property taxes, or both or any charges for interest, publication, penalties, or other charges by reason of the delinquency of such taxes and shall hold such payments in escrow or contract with another party to hold such payments in escrow. Allows for the county treasurer to hold such amounts until the accumulated payments are sufficient to pay at least one-half the taxes currently due on the property or the full amount of delinquency and any interest, penalties, or other charges due to the delinquency. The county treasurer may require a minimum, limited, or periodic payment amount as a condition for acceptance of payments to be held in escrow. The county treasurer may also require that an escrow agreement be executed between the person making payment and the county treasurer as a condition for accepting payments. The above changes remove the responsibilities listed above from the county board.</i>
LB1089	Vargas		Education 02/03/2020	In Committee 01/24/2020 Vargas Priority Bill	Require students to complete the FAFSA prior to graduation from high school <i>Amends 79-729. Requires that starting with the 21-22 school year each student enrolled in a public high school to complete and submit to United States Department of Education a Free Application for Federal Student Aid prior to graduating from such high school. Exceptions to the above: A parent or legal guardian of such student certifies to the school district in which such student is enrolled that such parent or legal guardian refuses to complete a Free Application for Federal Student Aid; A request is submitted by the school stating that a student is not able to fulfill the requirements due to extenuating circumstances as determined by an administrator in the school district. The governing board of any high school may not prescribe specific graduation requirements that conflict with the above.</i>
LB1110	La Grone	Oppose	Government, Military and Veterans Affairs 02/12/2020	In Committee 01/24/2020	Change procedures for calling a school bond election <i>NACO SUPPORT Amends 10-702. Changes that by March 1 for the statewide primary election or by September 1 for the statewide general election an order shall be made in writing and filed with the county clerk or election commissioner when the question of issuing bonds is to be submitted at a statewide primary or statewide general election as ordered by a resolution of a majority of the members of the board of education.</i>

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LB1111	McDonnell	Monitor	Education 02/10/2020	In Committee 01/24/2020	Create a grant program for the State Treasurer to award private donations and temporary school funds to common schools as prescribed <i>Amends 79-1035.02, 79-1018.01, 79-1035, 79-1003. Requires the State Treasurer to establish and administer a grant program to distribute money from the Nebraska Public-Private Partnership for Common Schools Fund.</i> <i>Beginning with the 2020-21 school year, each common school in each school district may apply to the State Treasurer for grant funding to match private donations that allow a community-based or not-for-profit organization to enhance programming that promotes career opportunities in the trades, mentorship, or alternative school, class, or educational programs. Creates the Nebraska Public-Private Partnership for Common Schools Fund.</i> <i>The fund shall be administered by the State Treasurer and shall consist of appropriations from the Legislature, money donated by nonprofit entities or other private donors, money from the federal government, and transfers from the temporary school fund.</i> <i>Each fiscal year, the State Treasurer shall transfer from the temporary school fund to the Nebraska Public-Private Partnership for Common Schools Fund the amount appropriated by the Legislature for such purpose. Adds Nebraska Education Improvement Fund and the Nebraska Public-Private Partnership for Common Schools Fund to the definition of Categorical Funds. Beginning in 2021 and each year thereafter, the exhibit required to be submitted by the State Treasurer of all money belonging to the permanent school fund and the temporary school fund as returned to him or her from the several counties, together with the amount derived from other sources shall include a separate accounting of no more than ten percent of all money belonging to the temporary school fund to fund grants to common schools.</i>
LB1116	Morfeld	Monitor	Urban Affairs 02/11/2020	In Committee 01/24/2020	Adopt the New School Construction and Water Access Act <i>Amends 71-6403 and 71-6406. Creates the New School Construction and Water Access Act</i> <i>Requires that all new school construction completed after January 1, 2022, for educational occupancy shall include a minimum of one drinking fountain on each floor of the space created or remodeled as the result of such new school construction and one for every one hundred students projected to simultaneously occupy the space created or remodeled as the result of such new school construction.</i> <i>Requires that on and after January 1, 2022, each school district and educational service unit shall insure that every drinking fountain in any building used by such school district or educational service unit for educational occupancy dispenses clean drinking water and is regularly cleaned and maintained</i>
LB1119	La Grone		Government, Military and Veterans Affairs 02/12/2020	In Committee 01/24/2020	Restrict special elections under the Election Act as prescribed <i>NACO SUPPORT</i> <i>Amends 32-405. Does not allow for a special election to take place in March.</i>
LB1120	La Grone		Government, Military and Veterans Affairs 02/12/2020	In Committee 01/24/2020	Restrict special elections under the Election Act as prescribed <i>NACO SUPPORT</i> <i>Amends 32-405. Does not allow for a special election to take place in September.</i>
LB1121	La Grone		Government, Military and Veterans Affairs 02/26/2020	In Committee 01/24/2020	Change incumbent filing deadlines and remove obsolete election provisions <i>NACO SUPPORT</i> <i>Amends 32-545, 32-606, 32-552, and 79-552. Removes multiple obsolete provisions related to elections relating back to 2013. Allows for a candidate for an elective office who was appointed to an elective office to fill a vacancy after the deadline for an incumbent to file a candidate filing form but before the deadline for all other candidates, the candidate may file a candidate filing form for any office on or before the deadline for all other candidates.</i>
LB1124	Howard		Health and Human Services 02/13/2020	In Committee 01/24/2020	Adopt the Opioid Prevention and Treatment Act <i>NACO WATCH, NHA-S</i> <i>Adopts the Opioid Prevention and Treatment Act. Purpose is to provide for the use of dedicated revenue for opioid-disorder-related treatment and prevention. Any funds appropriated or distributed under the Opioid Prevention and Treatment Act shall not be considered ongoing entitlements or an obligation on the part of the State of Nebraska. Any funds appropriated or distributed under the act shall be spent in accordance with the terms of any verdict, judgment, compromise, or settlement in or out of court, of any case or controversy brought by the Attorney General pursuant to the Consumer Protection Act or the Uniform Deceptive Trade Practices Act. The Department of Health and Human Services shall report annually on or before December 15 to the Legislature, the Governor, and the Attorney General regarding the use of funds appropriated under the Opioid Prevention and Treatment Act and the outcomes achieved from such use.</i>

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					<p><i>Creates the Nebraska Opioid Recovery Fund.</i></p> <p><i>Fund shall include:</i></p> <p><i>All recoveries received on behalf of the state by the Department of Justice pursuant to the Consumer Protection Act or the Uniform Deceptive Trade Practices Act related to the advertising of opioids.</i></p> <p><i>Any money, payments, or other things of value in the nature of civil damages or other payment, except criminal penalties, whether such recovery is by way of verdict, judgment, compromise, or settlement in or out of court, of any case or controversy pursuant to such acts.</i></p> <p><i>Fund shall exclude:</i></p> <p><i>Funds held in a trust capacity where specific benefits accrue to specific individuals, organizations, political subdivisions, or governments.</i></p>
LB1130	Groene		Revenue 02/12/2020	In Committee 01/24/2020	Change provisions relating to agreements and application deadlines under the Mutual Finance Assistance Act
					<p><i>NACO WATCH</i></p> <p><i>Amends 35-1204 and 35-1207. Adds then members of a mutual finance organization that created an agreement pursuant to the Interlocal Cooperation Act or the Joint Public Agency Act need not levy agreed-upon property tax rate during the same year.</i></p> <p><i>The agreement must, however, contain a statement of the agreed-upon maximum property tax rate. Requires that an application from a rural or suburban fire protection district or mutual finance organization seeking funds pursuant to the Mutual Finance Assistance Act be submitted to the State Treasurer by September 20 rather than July 1. These applications should then be reviewed by November 4th rather than August 15th.</i></p> <p><i>The funds should then be distributed on or before January 20th and May 20th.</i></p>
LB1131	Groene	Monitor	Education 02/04/2020	General File 02/21/2020 Education Priority Bill	Change provisions relating to education
					<p><i>Amends 38-316, 38-10,109, 38-1813, 38-2613, 38-2616, 38-3106, 71-8404, 76-2203.01, 77-2704.12, 77-27,119, 79-422, 79-433, 79-449, 79-8,133, 79-10,119, 79-1103, 79-1605, 79-2118, 85-505, 85-507, 85-1609, 1-116, 38-3901, 58-809, 79-611, 79-8,137.01, 79-1007.11, 79-1035, 79-1065.02, 79-1075, 79-1241.03, 79-1504, 79-2104.02, 79-2603, 79-2604, 79-2605, 79-2606, 77-1601.02, 79-807, 79-1003, and 79-1074. Changes regionally accredited to accredited. Removes provision that stated bonded indebtedness approved by legal voters for high school facilities prior to the establishment of an affiliation shall remain the obligation of the high school district unless otherwise specified in the petitions. Adds earned college credit to the definition of basic skills competency. Removes arbitrary provisions that dated for previous years. Adds that State aid payments pursuant to the Tax Equity and Educational Opportunities Support Act and payments of core services and technology infrastructure funds pursuant to section 79-1241.03 shall be adjusted when property within the boundaries of a school district or educational service unit is transferred to another school district or educational service unit in response to annexation of the transferred property by a city or village. Adds that for an educational service unit to qualify for additional core services and technology infrastructure funds pursuant to this section, the educational service unit from which property is being transferred shall apply on a form prescribed by the State Department of Education on or before August 20 preceding the first school fiscal year for which the property will not be available for taxation for the educational service unit's general fund levy. Adds that upon receipt of an application from an educational service unit, the department, with the assistance of the Property Tax Administrator, shall calculate the amount of additional core services and technology infrastructure funds, if any, that such educational service unit would have received for such school fiscal year if the adjusted valuation for the transferred property had not been included in the adjusted valuation of such educational service unit for the calculation of core services and technology infrastructure funds for such school fiscal year.</i></p> <p><i>On or before September 20 of such school fiscal year, the department shall certify to the applicant educational service unit the amount of additional core services and technology infrastructure funds, if any, such educational service unit will receive.</i></p> <p><i>Except as otherwise provided, payments of core services and technology infrastructure funds shall be increased by one-tenth of the amount of any additional core services and technology infrastructure funds for each of the ten payments of core services and technology infrastructure funds for such school fiscal year.</i></p> <p><i>If a portion of the total reduction for an educational service unit receiving valuation in the transfer of property that is the subject of the application is delayed until future years, the additional state aid or core services and technology infrastructure funds to be paid to the applicant educational service unit in the school fiscal year shall be reduced by the amount of the total reduction that is delayed until future years. The amount of the reduction shall be paid as additional core services and technology infrastructure funds to such educational service unit in the next school fiscal year. Adds that Core services and technology infrastructure funds shall be reduced for each receiving educational service unit.</i></p> <p><i>An amount equal to the additional core services and technology infrastructure funds for the applicant educational service unit shall be attributed to the educational service units receiving valuation in such transfer based upon the ratio of the adjusted valuation received by each educational service unit divided by the total adjusted valuation transferred from the applicant educational service unit.</i></p> <p><i>Core services and technology infrastructure funds shall be reduced by one-tenth of the amount attributed to any such receiving educational service unit for each of the ten payments of core services and technology infrastructure funds for such school fiscal year.</i></p>

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					<p><i>If the total reduction is greater than the total payments of core services and technology infrastructure funds for any such educational service unit for such school fiscal year, the remainder shall be subtracted from payments of core services and technology infrastructure funds in future school fiscal years until the total reduction has been subtracted from such payments.</i></p> <p><i>On or before September 20 of such school fiscal year, the department shall certify to the receiving educational service units the amount of the reduction in core services and technology infrastructure funds. Removes a provision that stated that the county clerk of any county in which a part of a joint affiliated school system or learning community is located shall, on or before the date prescribed, certify the taxable valuation of all taxable property of such part of the joint affiliated school system or learning community to the clerk of the headquarters county in which the schoolhouse or the administrative office of the high school district or learning community is located. Removes provision that stated The county board of the county in which is located the schoolhouse or the administrative office of the high school district of a joint affiliated school system shall make a levy for the joint affiliated school system, as may be necessary, and the county clerk of that headquarters county shall certify the levy, on or before the date prescribed, to the county clerk of each county in which is situated any portion of the joint affiliated school system. This shall apply to all taxes levied on behalf of affiliated school systems, including, but not limited to, taxes authorized by sections 79-10,110 and 79-10,110.02. Adds the Commissioner of Education, the executive director of the Coordinating Commission for Postsecondary Education, and one member appointed by the Governor who shall be an elected member of a school board or an employee or board member of a state association of school boards to the Education Commission of Nebraska. Changes the reporting of evaluation and research results from learning communities to the Education Committee from January 1 to February 1 of each year.</i></p> <p><i>Allows for supplemental reading intervention programs to include:</i></p> <p><i>Diagnostic assessments to identify specific skill-based strengths and weaknesses a student may have</i></p> <p><i>Prescribed explicit, systematic, and targeted individual or small group intervention based on student needs as determined by diagnostic assessment data. Prescribed intervention instruction may include, but is not limited to, the development of phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension;</i></p> <p><i>Removes from supplemental reading intervention programs:</i></p> <p><i>Intensive intervention using strategies from the following:</i></p> <p><i>Development in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;</i></p> <p><i>Explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error corrections and feedback; or</i></p> <p><i>Daily targeted individual or small-group reading intervention based on student needs as determined by diagnostic assessment data subject to planned extracurricular school activities;</i></p>
LB1134	Wayne	Monitor	Education 02/11/2020	In Committee 01/24/2020	<p>Change enrollment option limits and provisions for part-time enrollment in schools</p> <p><i>Amends 79-234 and 79-2,136. Enables enable any kindergarten through twelfth grade Nebraska student to attend a school in a Nebraska public school district in which the student does not reside subject to the limitations five times prior to graduation. Requires a school board to allow the part-time enrollment of students who are enrolled in the school district and who are also enrolled in a private, denominational, or parochial school, in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements, or in another school district and shall establish policies and procedures for such part-time enrollment</i></p>
LB1153	Vargas	Monitor	Education 02/10/2020	In Committee 01/24/2020	<p>Change provisions for diploma of high school equivalency testing</p> <p><i>Amends 79-730.</i></p> <p><i>Requires the Commissioner of Education to approve at least two alternative tests for a person seeking a diploma of high school equivalency to choose from to demonstrate that such person has attained the educational development and abilities of the typical high school graduate.</i></p> <p><i>The commissioner shall also make testing using each of such approved tests available at locations across the state. Allows the State Board of Education to develop and make available one or more skill-based or competency-based assessments for a person seeking a diploma of high school equivalency to choose from in addition to the tests approved by the commissioner above to demonstrate that such person has attained the educational development and abilities of the typical high school graduate.</i></p>
LB1154	Hansen		Appropriations 02/13/2020	In Committee 01/24/2020	<p>Appropriate funds to the State Department of Education</p> <p><i>Appropriates to the State Department of Education, for Program 158, for education aid:</i></p> <p><i>\$285,336 from the General Fund for FY2019-20</i></p> <p><i>For adult basic education programs, which shall only be used for such purpose.</i></p> <p><i>\$285,336 from the General Fund for FY2020-21</i></p> <p><i>For adult basic education programs, which shall only be used for such purpose.</i></p> <p><i>No expenditures for permanent and temporary salaries and per diems for state employees shall be made from funds appropriated.</i></p> <p><i>Appropriates to the State Department of Education, for Program 158, for education aid:</i></p> <p><i>\$750,000 from the General Fund for FY2019-20</i></p> <p><i>For aid to institutions offering high school equivalency programs, which shall only be used for such purpose.</i></p>

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					<p>\$750,000 from the General Fund for FY2020-21</p> <p>For aid to institutions offering high school equivalency programs, which shall only be used for such purpose.</p> <p>No expenditures for permanent and temporary salaries and per diems for state employees shall be made from funds appropriated in this section.</p>
LB1156	Vargas		Education 02/25/2020	In Committee 01/27/2020	<p>Provide for a statewide school panic button program</p> <p>NACO OPPOSE</p> <p>Makes it the intent of the Legislature to appropriate two million dollars for fiscal year 2020-21 to the State Department of Education for the purpose of implementing the statewide panic button program. Requires that by September 30, 2020 the Department of Education Develop a statewide school panic button program available to schools in Nebraska.</p> <p>At a minimum, the department shall complete the following activities when developing the program:</p> <p>Secure a statewide contract with one or more technology providers necessary to operate the program;</p> <p>If available through the Department of Administrative Services, use an existing state contract to expedite and procure the program; and</p> <p>Assume the cost of having the technology implemented in all schools.</p> <p>The vendor shall have a demonstrated track record of deploying technology for a school panic button program on a statewide basis with at least one successful statewide implementation covering a minimum of one thousand public schools.</p> <p>The vendor shall also have demonstrated success in the State of Nebraska by identifying school districts that are participating in a panic button program as of the effective date of this act or that have previously participated in a panic button program.</p> <p>The technology purchased for the program shall meet the following standards:</p> <p>The technology must be usable through a mobile telephone application-based system; and</p> <p>The mobile telephone application-based system must be able to be optionally integrated with the public safety answering point and to do the following:</p> <p>Place a standard voice call to 911;</p> <p>Communicate with and allow the 911 service system to send followup messages;</p> <p>Send short message service text messages, email, and push notifications to authorized users onsite at the school, including teachers and staff at the school and key public safety personnel;</p> <p>Actively monitor all 911 calls processed by the public safety answering point, including standard landline, mobile, and panic-button- application calls;</p> <p>Allow the 911 service system or public safety officials to convert a standard 911 call made from a landline or mobile telephone processed by the 911 service system to a panic-button-application event from within the 911 service system, including intake, dispatch, and supervisory workflows of the 911 service system;</p> <p>Allow the 911 service system or public safety officials to initiate panic-button-application events and to initiate a communication to declare a panic-button-application event outside of a 911 call to facilitate communications and coordination before, during, and after an event; and</p> <p>Automatically present information from a school to the 911 call taker, including floor plans and building information, without further action by the 911 call taker when a 911 call from a landline or mobile phone or panic-button-application activation occurs.</p> <p>The mobile telephone application-based system shall contain, at least, the following event categories:</p> <p>Active Assailant/Shooter;</p> <p>Medical Emergency;</p> <p>Police;</p> <p>Fire; and</p> <p>Other 911.</p> <p>The mobile telephone application-based system shall allow for the geo-fencing of a school campus that generates a panic button notification inside the school property and a regular 911 call outside the school property.</p> <p>The State Department of Education shall ensure that the mobile telephone application-based system selected for the program is certified by the United States Department of Homeland Security under the federal Support Anti-Terrorism by Fostering Effective Technologies Act of 2002.</p>
LB1166	Brewer		Education 02/04/2020	General File 02/06/2020	<p>Change school district membership requirements as prescribed</p> <p>Amends 79-499; Requires that until a Class III School District, maintaining the only public high school in the county with a fall school district membership or an average daily membership of fewer than 25 students in grades 9-12 reach a fall school district membership or an average daily membership in grades 9-12 of at least 35 students or, for two consecutive years, fewer than 15 students, or such school district dissolve be responsible for submitting a plan for developing cooperative programs with other high schools, including the sharing of curriculum and certificated and noncertificated staff, to the State Committee for the Reorganization of School Districts.</p>

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LB1167	Albrecht	Monitor	Government, Military and Veterans Affairs 02/20/2020	In Committee 01/27/2020	Require members of the public to be allowed to speak at each meeting subject to the Open Meetings Act <i>NACO OPPOSE</i> <i>Amends 84-1412. Requires that under the Open Meetings Act, a public body allow members of the public an opportunity to speak at each meeting.</i> <i>Removes the ability for a public body to not allow the public to speak at certain meetings.</i>
LB1168	Kolowski		Education 02/03/2020	In Committee 01/27/2020	Adopt the College Credit Testing Fee Reduction Program Act and the Career-Readiness and Dual-Credit Education Grant Program Act, add a fund to the Access College Early Scholarship Program Act, and change provisions relating to the State Lottery Operation Trust Fund <i>Amends 9-812 and 85-2101. For fiscal years through fiscal year 2020-21, all of the money available to be used for education from the forty-four and one-half percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred to the Nebraska Education Improvement Fund. For fiscal years 2021-22 through 2025-26, of the money available to be used for education from the forty-four and one-half percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund:</i> <i>Seven percent of the money shall be used for career-readiness and dual-credit education and transferred as follows:</i> <i>The first two hundred eighty-two thousand five hundred dollars each fiscal year to the State Department of Education Cash Fund for the annual fee for an online education and career planning tool; and</i> <i>For the remainder:</i> <i>Forty percent to the Access College Early Scholarship Cash Fund;</i> <i>Forty-five percent to the Career-Readiness and Dual-Credit Education Cash Fund; and</i> <i>Fifteen percent to the College Credit Testing Fee Cash Fund; and</i> <i>Ninety-three percent of the money shall be transferred as the Legislature may direct. For fiscal year 2026-27 and each fiscal year thereafter, all of the money available to be used for education from the forty-four and one-half percent of the money remaining after the payment of prizes and operating expenses and the initial transfer to the Compulsive Gamblers Assistance Fund shall be transferred as the Legislature may direct. Creates the College Credit Testing Fee Reduction Program</i> <i>Beginning in school year 2021-22, each school district may apply, in the manner prescribed by the department, for the reimbursement of testing fee reductions.</i> <i>Except as provided otherwise, the department shall reimburse school districts from the College Credit Testing Fee Cash Fund in the amount of all testing fee reductions paid by such school district in the period covered by such application.</i> <i>If at any time there is not a sufficient amount of money available in the College Credit Testing Fee Cash Fund to pay all reimbursements, reimbursements pursuant to this section shall be proportionally reduced such that, at the time such reimbursements are paid, the amount of all such reimbursements equals the amount of money available in the fund.</i> <i>Gives the Department authority to adopt and promulgate rules and regulations to carry out the College Credit Testing Fee Reduction Program that include, but are not limited to, poverty guidelines.</i> <i>Creates the College Credit Testing Fee Cash Fund.</i> <i>Department of education is to use the fund to carry out the College Credit Testing Fee Reduction Program Act. Creates the Career-Readiness and Dual-Credit Education Grant Program.</i> <i>Creates and establishes teacher education pathways enabling the instruction of dual-credit courses and career and technical education courses;</i> <i>Correlates and prioritizes teacher education pathways with Nebraska work force demand;</i> <i>Establishes a grant program beginning on or after July 1, 2021, to distribute money from the Career-Readiness and Dual-Credit Education Cash Fund to teachers enrolled in educational pathways leading to qualification to teach dual-credit courses and career and technical education courses;</i> <i>Establishes a directory of available teacher education pathways in Nebraska identified by sequence and location. Gives the Coordinating Commission for Postsecondary Education authority to adopt and promulgate rules and regulations to carry out the Career-Readiness and Dual-Credit Education Grant Program Act. Creates the Career-Readiness and Dual-Credit Education Cash Fund.</i> <i>Is to be used to carry out the Career-Readiness and Dual-Credit Education Grant Program Act.</i> <i>Creates the Access College Early Scholarship Cash Fund.</i> <i>Is to be used to carry out the Access College Early Scholarship Program Act.</i>
LB1177	Hunt		Education 02/24/2020	In Committee 01/27/2020	Eliminate oath for teachers and other school employees <i>Amends 11-101.01. Removes the requirement that teachers and employees paid with public school funds swear an oath of office.</i>

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LB1186	Hilgers	Monitor	Education 02/03/2020	In Committee 01/27/2020 Albrecht Priority Bill	Require salary to be paid to injured school employees as prescribed <i>Amends 79-8,106. Additions are in relation to the Medical Assistance Act. Requires that if an employee of a school district is physically injured by another individual who intentionally, knowingly, or recklessly causes bodily injury to such employee and such injury occurs within the employee's scope of employment in a manner that would be covered by the Nebraska Workers' Compensation Act, the employee receive injury leave and be paid their usual salary in full for such time as the employee is absent and unable to work as a result of such injury not to exceed seven days. Thereafter, the employee shall use workers' compensation benefits as necessary and available in accordance with the Nebraska Workers' Compensation Act. Injury leave will not count against any other leave the employee accrues as a result of working for such school district. Allows a school district to require confirmation from a physician regarding the causation and the period of time for which an employee is unable to work in determining the applicability of injury leave. Requires each school district to annually report to the State Department of Education the number of incidents resulting in injury leave and the total number of injury leave days taken pursuant to the above.</i>
LB1187	La Grone		Government, Military and Veterans Affairs 02/13/2020	In Committee 01/27/2020	Change provisions relating to the Occupational Board Reform Act <i>NHA-1187 Amends 84-933. Updates the Occupational Board Reform Act. Except as otherwise provided: An occupational board shall issue an occupational license or government certification to an individual upon application if: The applicant holds an occupational license or government certification in another state in an occupation with a similar scope of practice, as determined by the occupational board; The applicant has held the occupational license or government certification in the other state for at least one year; The board in the other state required the applicant to pass an examination or meet education, training, or experience standards; The applicant does not have a disqualifying criminal record as determined by the occupational board; No board in any state has revoked the applicant's occupational license or government certification because of negligence or intentional misconduct related to the applicant's work in the occupation; The applicant did not surrender an occupational license or government certification because of negligence or intentional misconduct related to the applicant's work in the occupation in any state; The applicant does not have a complaint, allegation, or investigation pending before a board in any state that relates to unprofessional conduct or an alleged crime. If the applicant has a Complaint, allegation, or investigation pending, the occupational board shall not issue or deny an occupational license or government certification to the applicant until the complaint, allegation, or investigation is resolved or the applicant otherwise meets the criteria for an occupational license or government certification to the satisfaction of the occupational board; and The applicant has paid all applicable fees required for issuance of the occupational license or government certification in this state; If an applicant has work experience for an occupation in a state that does not use an occupational license or government certification to regulate an occupation with a similar scope of practice to an occupation for which this state requires an occupational license or government certification to regulate such occupation, as determined by the occupational board, the occupational board shall issue an occupational license or government certification to an individual upon application based on work experience in another state if: The applicant worked for at least three years in the occupation; No board in any state has revoked the applicant's occupational license or government certification because of negligence or intentional misconduct related to the applicant's work in the occupation; The applicant did not surrender an occupational license or government certification because of negligence or intentional misconduct related to the applicant's work in the occupation in any state; The applicant does not have a complaint, allegation, or investigation pending before a board in any state that relates to unprofessional conduct or an alleged crime. If the applicant has a complaint, allegation, or investigation pending, the occupational board shall not issue or deny an occupational license or government certification to the applicant until the complaint, allegation, or investigation is resolved or the applicant otherwise meets the criteria for an occupational license or government certification to the satisfaction of the occupational board; and The applicant has paid all applicable fees required for issuance of the occupational license or government certification in this state; and</i>

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					<p><i>If an applicant holds a private certification and has work experience for an occupation in a state that does not use an occupational license or government certification to regulate an occupation with a similar scope of practice to an occupation for which this state requires an occupational license or government certification to regulate such occupation, as determined by the occupational board, the occupational board shall issue an occupational license or government certification to an individual upon application based on private certification and work experience in another state if:</i></p> <p><i>The applicant worked for at least two years in the occupation; (ii) The applicant holds a private certification in the occupation; (iii) The provider of the private certification holds the applicant in good standing;</i></p> <p><i>No board in any state has revoked the applicant's occupational license or government certification because of negligence or intentional misconduct related to the applicant's work in the occupation;</i></p> <p><i>The applicant did not surrender an occupational license or government certification because of negligence or intentional misconduct related to the applicant's work in the occupation in any state;</i></p> <p><i>The applicant does not have a complaint, allegation, or investigation pending before a board in any state that relates to unprofessional conduct or an alleged crime. If the applicant has a complaint, allegation, or investigation pending, the occupational board shall not issue or deny an occupational license or government certification to the applicant until the complaint, allegation, or investigation is resolved or the applicant otherwise meets the criteria for an occupational license or government certification to the satisfaction of the occupational board; and</i></p> <p><i>The applicant has paid all applicable fees required for issuance of the occupational license or government certification in this state.</i></p> <p><i>An occupational board may require an applicant to pass a jurisprudential examination specific to relevant state law that regulates the occupation if an occupational license or government certification in this state requires a person to pass a jurisprudential examination specific to relevant state statutes and administrative rules and regulations that regulate the occupation.</i></p> <p><i>An occupational board shall approve or deny an occupational license or government certification in writing within sixty days after receiving a complete application under subsection (1) of this section. An applicant may appeal the denial of an occupational license or government certification under this section. The appeal shall be in accordance with the Administrative Procedure Act. An occupational license or government certification issued pursuant to this section is valid only in this state and does not make the individual eligible to work in another state under an interstate compact or reciprocity agreement unless otherwise provided by law.</i></p> <p><i>Nothing in this section shall be construed to prevent this state from entering into a licensing compact or reciprocity agreement with another state, foreign province, or foreign country.</i></p> <p><i>Nothing in this section shall be construed to prevent this state from recognizing an occupational credential issued by a private certification organization, foreign province, foreign country, international organization, or other entity.</i></p> <p><i>Nothing in this section shall be construed to require a private certification organization to grant or deny private certification to any individual.</i></p>
LB1192	Linehan		Revenue 02/27/2020	In Committee 01/27/2020	Limit the total amount reimbursed by the state for homestead exemptions
					<p>NACO OPPOSE</p> <p><i>Amends 77-3523. Changes are in relation to Homestead Exemptions.</i></p> <p><i>The county treasurer and county assessor shall, on or before November 30 of each year, certify to the Tax Commissioner the total tax revenue that will be lost to all taxing agencies within the county from taxes levied and assessed in that year because of exemptions.</i></p> <p><i>The state shall reimburse the full amount certified from each county except:</i></p> <p><i>The total amount to be reimbursed by the state for any year shall not exceed one hundred million dollars.</i></p> <p><i>If the total amount certified from all counties exceeds one hundred million dollars, the Tax Commissioner shall proportionately reduce the amount to be reimbursed to each county so that the limit is not exceeded.</i></p> <p><i>Each taxing agency's proportionate share shall be based on the amount of tax revenue lost by the taxing agency.</i></p>
LB1193	Linehan	Oppose	Government, Military and Veterans Affairs 02/12/2020	In Committee 01/27/2020	Change election provisions for certain bond issue, tax levy, and property tax limitation questions
					<p>NACO WATCH. <i>Requires all elections held for bonds, tax levies and limitation questions be held in conjunction with a general or primary election or municipal primary or general election.</i></p>
LB1195	Morfeld		Government, Military and Veterans Affairs 02/21/2020	In Committee 01/27/2020	Change provisions regarding access to public records
					<p>NACO WATCH</p> <p><i>Amends 84-712.01, 84-712.07, and 84-712.05 Requires that data which is a public record in its original form remain a public record when maintained in computer files regardless of the form in which it is stored. In relation to public records whenever a citizen is included or excluded, adds residents in the same capacity as citizen.</i></p>

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LB1202	Linehan		Revenue 02/19/2020	In Committee 01/27/2020 Linehan Priority Bill	Adopt the Opportunity Scholarships Act and provide for tax credits <i>Amends 77-2717, 77-2734.03, and 77-2715.07 Creates the Opportunity Scholarship Act. Allows for an individual taxpayer who makes one or more cash contributions to one or more scholarship-granting organizations during a tax year shall be eligible for a credit against the income tax due under the Nebraska Revenue Act of 1967. An individual taxpayer who makes one or more cash contributions to one or more scholarship-granting organizations during a tax year shall be eligible for a credit against the income tax due under the Nebraska Revenue Act of 1967. Allows for any partnership, limited liability company, or corporation having an election in effect under subchapter S of the Internal Revenue Code of 1986, as amended, that: Is carrying on any trade or business for which deductions would be allowed under section 162 of the Internal Revenue Code of 1986, as amended, or is carrying on any rental activity and Makes one or more cash contributions to one or more scholarship-granting organizations during a tax year to be eligible for a credit against the income tax due under the Nebraska Revenue Act of 1967. Allows for an estate or trust which makes one or more cash contributions to one or more scholarship-granting organizations during a tax year to be eligible for a credit against the income tax due under the Nebraska Revenue Act of 1967. Allows for a corporate taxpayer as defined in section 77-2734.04 which makes one or more cash contributions to one or more scholarship-granting organizations during a tax year to be eligible for a credit against the income tax due under the Nebraska Revenue Act of 1967. Requires that Prior to making a contribution to a scholarship-granting organization, any taxpayer desiring to claim a tax credit under the Opportunity Scholarships Act shall notify the scholarship-granting organization of the taxpayer's intent to make a contribution and the amount to be claimed as a tax credit. Requires that the contribution be made between 31 and 60 days after notifying the scholarship-granting organization of the taxpayer's intent. In order for a scholarship-granting organization to remain certified under the Opportunity Scholarships Act, the scholarship-granting organization shall allocate at least ninety percent of its revenue for education scholarships and no more than ten percent of its revenue shall be used or reserved for administrative costs.</i>
LB1210	Vargas		Judiciary 02/20/2020	In Committee 01/27/2020	Create the offense of sexual exploitation of a student <i>Amends 28-101. Creates the offense of sexual exploitation of a student. A school official commits the offense of sexual exploitation of a student if such school official engages in sexual penetration or sexual contact with a student prior to one year following such school student: Graduating from school; or Otherwise ceasing to be enrolled in school. A violation of this section is a Class II felony. It is not a defense to a charge under this section that the school student consented to the sexual penetration or sexual contact.</i>
LB1211	Hansen		Government, Military and Veterans Affairs 02/05/2020	In Committee 01/27/2020	Change requirements for the preparation of proposed budget statements under the Nebraska Budget Act <i>NACO OPPOSE Amends 13-505 and 13-508. Makes changes to how a governing body goes about preparing a propose budget statement. As each governing body begins to prepare the proposed budget statement, the governing body shall first determine the amount to be received from the taxation of personal and real property. Such amount shall be the first amount determined in the budget-making process, shall be used in determining the remainder of the proposed budget statement, and shall be shown on the proposed budget statement pursuant</i>
LB1212	Hansen		Revenue 02/27/2020	In Committee 01/27/2020	Adopt the Property Tax Request Act <i>LC-FN-REQ NACO OPPOSE Amends 77-1601, 77-1776, and 77-1601.02. Adopts the Property Tax Request Act. Allows for a political subdivision to set its property tax request at an amount that exceeds its property tax request in the prior year if: The governing body of such political subdivision holds a public hearing and provides notice of such hearing; and Shall be held at a meeting of the political subdivision with no items on the agenda other than:</i>

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					<i>Discussion and action on the political subdivision's intent to approve a property tax request that exceeds the political subdivision's property tax request in the prior year; and The political subdivision's budget Shall provide interested parties an opportunity to be heard. The governing body of such political subdivision passes a resolution or an ordinance that complies with the act. Any resolution or ordinance setting a property tax request under this section shall be certified and forwarded to the county clerk on or before October 13 of the year for which the tax request is to apply.</i>
LB1213	Hansen	Revenue 02/27/2020		In Committee 01/27/2020	Change tax and school funding provisions
					<i>LC-FN-REQ NACO OPPOSE Amends 2-2701, 77-201, 77-382, 77-1391, 77-1601, 77-1776, 77-2004, 77-2701.02, 77-2704.10, 77-2704.24, 77-2704.30, 77-2704.50, 77-2704.51, 77-2715.03, 77-27,132, 77-3005, and 77-5023, 79-1001, 77-1601.02 and 77-2701.16. Allows for a political subdivision to set its property tax request at an amount that exceeds its property tax request in the prior year if: The governing body of such political subdivision holds a public hearing and provides notice of such hearing; and Shall be held at a meeting of the political subdivision with no items on the agenda other than: Discussion and action on the political subdivision's intent to approve a property tax request that exceeds the political subdivision's property tax request in the prior year; and The political subdivision's budget Shall provide interested parties an opportunity to be heard. The governing body of such political subdivision passes a resolution or an ordinance that complies with the act. Any resolution or ordinance setting a property tax request under this section shall be certified and forwarded to the county clerk on or before October 13 of the year for which the tax request is to apply. Commencing July 1, 2020, the rate of the sales tax levied pursuant to section 77-2703 shall be five percent, except that such rate shall be three percent for purchases of food and food ingredients as defined in section 77-2704.10. Adds multiple new industries under the umbrella of "gross receipts of every person engaged in selling, leasing, or otherwise providing intellectual or entertainment property means." Examples The gross income received for providing chartered flights; The gross income received for grading and excavating services; The gross income received for dating services; Adds the following sections: The acceptable ranges for agricultural land and horticultural land not receiving special valuation are: For tax years prior to tax year 2021, sixty-nine to seventy-five percent of actual value; and For tax year 2021 and each tax year thereafter, fifty-nine to sixty-five percent of actual value. The acceptable ranges for agricultural land and horticultural land receiving special valuation are: For tax years prior to tax year 2021, sixty-nine to seventy-five percent of special valuation; and For tax year 2021 and each tax year thereafter, fifty-nine to sixty-five percent of special valuation. The acceptable ranges for all other real property are: For tax years prior to tax year 2021, ninety-two to one hundred percent of actual value; and For tax year 2021 and each tax year thereafter, eighty-two to ninety percent of actual value. Adopts the New School Aid Act The general fund aid to be paid for each school fiscal year to each school district shall equal: The sum of: The foundation aid calculated for each school in such school district or, for very sparse school districts, the aggregate foundation aid calculated for all schools in such school district; Any poverty grant calculated for any school in such school district Any English learner grant calculated for any school in such school district Any student growth grant calculated for such school district; and Any administration sharing incentive calculated for such school district; Minus any spending adjustment calculated for such school district. The department shall calculate infrastructure aid for each school fiscal year as follows:</i>

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					<p><i>On or before November 15, 2020, and on or before each November 15 thereafter, the Tax Commissioner shall certify to the department for the preceding tax year the income tax liability of resident individuals for each school district; and</i></p> <p><i>The department shall multiply the income tax liability certified for each school district by two and twenty-three hundredths percent to calculate the infrastructure aid to be paid to such school district.</i></p> <p><i>Infrastructure aid shall only be used by school districts for infrastructure improvements and utilities.</i></p> <p><i>The department shall distribute general fund aid and infrastructure aid as calculated pursuant to the New School Aid Act to each school district in ten as nearly as possible equal payments on the last business day of each month beginning in September of the school fiscal year for which such aid was calculated and ending in June of the following year.</i></p>
LB1217	Wayne	Monitor	Education 02/10/2020	In Committee 01/27/2020	<p>Require individualized response plans following a report of certain types of incidents involving students</p> <p><i>The Legislation would require an individualized response plan by a school district following any kind of threat or other type of experience that would place a school or student in jeopardy.</i></p>
LR3CA	Erdman	Monitor	Revenue 02/07/2019	In Committee 01/14/2019	<p>Constitutional amendment to provide income tax credits for property taxes paid</p> <p><i>New VIII-14 (1) Notwithstanding any other provision of this Constitution, the Legislature shall provide by law for a refundable credit against the income tax imposed by the State of Nebraska in an amount equal to thirty-five percent of the property taxes that were: (a) Levied on real property located in this state; and (b) Paid by the taxpayer during the taxable year. (2) The Legislature shall make the credit available for taxable years beginning on or after January 1, 2021. Sec. 2. The proposed amendment shall be submitted to the electors in the manner prescribed by the Constitution of Nebraska, Article XVI, section 1, with the following ballot language:</i></p> <p><i>A constitutional amendment to require the Legislature to provide a refundable state income tax credit in an amount equal to thirty-five percent of the property taxes that were levied on real property located in this state and paid by the taxpayer during the taxable year. For OR Against.</i></p>
LR5CA	Brewer		Education 02/12/2019	In Committee 01/15/2019	<p>Constitutional amendment to limit the percentage of funding for schools that comes from property taxes</p> <p><i>Proposes an amendment to the Nebraska Constitution that adds language to Article VII. The language further defines the words "the legislature shall provide for the free instruction in the common schools" to mean the use of property taxes to fund K-12 public schools. If ratified, no more than 33% of the total funding for K-12 public schools may be derived from property taxes.</i></p>
LR8CA	Linehan	Oppose	Revenue 02/27/2019	In Committee 01/17/2019	<p>Constitutional amendment to limit the total amount of property tax revenue that may be raised by political subdivisions</p> <p><i>LR8CA proposes to add a new section 14 to Article VIII:</i></p> <p><i>VIII-14 (1) Notwithstanding Article VIII, section 1 or 5, of this Constitution or any other provision of this Constitution to the contrary, the total amount of property tax revenue raised by a political subdivision in any fiscal year shall not be more than three percent greater than the amount raised in the prior fiscal year, except as provided in subsections (2) and (3) of this section.</i></p> <p><i>(2) The total amount of property tax revenue raised by a political subdivision in a fiscal year may exceed the limitation in subsection (1) of this section by an amount approved by a majority of legal voters voting on the issue at an election called for such purpose upon the recommendation of a majority of the governing body of the political subdivision. Such recommendation shall include the amount by which the property tax revenue would exceed the limitation in subsection (1) of this section for the fiscal year. All costs of the election shall be paid by the political subdivision seeking to exceed such limitation.</i></p> <p><i>(3) The limitation in subsection (1) of this section shall not apply to the amount of property tax revenue needed to pay the principal and interest on bonded indebtedness that has been approved according to law.</i></p> <p><i>(4) For purposes of this section, property tax revenue means revenue raised from a tax that is assessed annually upon the value of real and personal property. The proposed amendment shall be submitted to the electors in the manner prescribed by the Constitution of Nebraska, Article XVI, section 1, with the following ballot language:</i></p> <p><i>A constitutional amendment to provide that the total amount of property tax revenue raised by a political subdivision in any fiscal year shall not be more than three percent greater than the amount raised in the prior fiscal year, except for amounts approved by voters and amounts needed to pay bonded indebtedness.</i></p>
LR15	Pansing Brooks		Executive Board 02/22/2019	In Committee 01/25/2019	<p>Provide the Executive Board of the Legislative Council appoint a special committee to be known as the Workforce Development Committee of the Legislature</p> <p><i>The proposed Resolution would read: 1. That the Executive Board of the Legislative Council appoint a special committee of the Legislature to be known as the Workforce Development Committee of the Legislature. The committee shall consist of ten members of the Legislature appointed by the Executive Board with two members from the Appropriations Committee, two members from the Revenue Committee, two members from the Business and Labor Committee, two members from the Education Committee, and two members from the Government, Military and Veterans Affairs Committee. The committee members shall elect a chairperson and meet at the call of the chairperson. The Executive Board shall provide the committee with a legal counsel, committee clerk, and other staff as required by the committee from existing legislative staff.</i></p>

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					<p>2. The Workforce Development Committee of the Legislature is hereby authorized to study (a) incentives to promote the creation and retention of workers in the state, including, but not limited to, transportation, housing, and civic vitality, (b) initiatives necessary (d) the role workforce issues play in incentivizing employers to create and keep jobs in Nebraska. The committee shall issue a report electronically with its findings and recommendations to the Executive Board of the Legislative Council on or before December 31, 2019. The Workforce Development Committee of the Legislature shall terminate on December 31, 2019. for the recruitment and retention of people in specific communities, including veterans and college graduates, (c) college loan forgiveness as a tool to recruit and retain young people, and (d) the role workforce issues play in incentivizing employers to create and keep jobs in Nebraska. The committee shall issue a report electronically with its findings and recommendations to the Executive Board of the Legislative Council on or before December 31, 2019. The Workforce Development Committee of the Legislature shall terminate on December 31, 2019.</p>
LR279CA	Scheer		Executive Board 01/22/2020	General File 01/31/2020 Executive Board Priority Bill	<p>Constitutional amendment to authorize an increase in the number of members of the Legislature</p> <p><i>Constitutional Amendment. Proposes the Legislature consist of no more than 55 members rather than the current 50.</i></p>
LR280CA	Wayne		Executive Board 02/18/2020	In Committee 01/10/2020	<p>Constitutional amendment to change legislative term limits to three consecutive terms</p> <p><i>Constitutional Amendment. Proposes the change of Legislative term limits from two consecutive terms to three consecutive terms.</i></p>
LR284CA	Brewer		Revenue 02/21/2020	In Committee 01/10/2020	<p>Constitutional amendment to eliminate the state income tax over a four-year period</p> <p><i>Constitutional Amendment. Proposes amendment that prohibits the state from imposing an income tax for all taxable years beginning or deemed to begin on or after January 1, 2024. Also, would require the Legislature to eliminate the income tax over a 4-year period. January 1, 2021-January 1, 2022 income tax rates shall be reduced to seventy-five percent of their pre-adjustment level January 1, 2022-January 1, 2023 income tax rates shall be reduced to fifty percent of their pre-adjustment level January 1, 2023-January 1, 2024 income tax rates shall be reduced to twenty-five percent of their pre-adjustment level January 1, 2024 forward no income tax shall be imposed</i></p>
LR300CA	Erdman	Oppose	Revenue 02/12/2020	In Committee 01/27/2020 Erdman Priority Bill	<p>Constitutional amendment to prohibit all forms of taxation other than a consumption tax</p> <p><i>NACO WATCH. Specifically prohibits all political subdivisions of the state from imposing any tax except for a single rate consumption tax.</i></p>
LR306	Wishart	Support	Education 02/18/2020	In Committee 01/30/2020	<p>Urge Congress and the President of the United States to enact H. R. 1878 to fully fund the Individuals with Disabilities Education Act</p>

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LB1023	DeBoer	Support	Education 02/24/2020	In Committee 01/22/2020	Adopt the Extraordinary Increase in Special Education Cost Act
<p><i>Amends 79-1142. Creates the Extraordinary Increase in Special Education Cost Act. Creates the Extraordinary Increase in Special Education Cost Fund. The fund shall consist of money appropriated by the Legislature.</i></p> <p><i>Any money in the fund available for investment shall be invested by the state investment officer pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act.</i></p> <p><i>The Department of Education shall reimburse the fund for each payment from the appropriation for special education and support services reimbursements in the school fiscal year immediately following the school fiscal year in which such payment was made.</i></p> <p><i>Intent of the Legislature to appropriate three million dollars to the Fund for fiscal year 2020-21.</i></p> <p><i>The Legislature may appropriate additional money in future fiscal years as needed.</i></p> <p><i>States that the legislature finds that special education costs can be unpredictable, school districts may have difficulty covering the large unexpected costs and assisting school districts upfront with large upfront unexpected special education costs allows school districts to more easily meet the needs of all students. Allows for school districts on or after September 21 of each school year to apply to the State Department of Education for a payment from the Extraordinary Increase in Special Education Cost Fund to cover an extraordinary increase in special education costs pursuant to certain requirements. A school district shall qualify for such payment if the special education budget of expenditures for the then current school fiscal year exceeds the special education budget of expenditures for the immediately preceding school fiscal year by an amount equal to or greater than seven percent of the special education budget of expenditures for the immediately preceding school fiscal year. Each qualifying applicant school district shall receive a payment equal to the difference of the amount by which the special education budget of expenditures for the then current school fiscal year exceeds the special education budget of expenditures for the immediately preceding school fiscal year minus two and one-half percent of the special education budget of expenditures for the immediately preceding school fiscal year.</i></p> <p><i>Payments shall be proportionally reduced for each school district that, at the time such payments are calculated, has applied for a payment pursuant to this section and has not yet received such payment If there are not sufficient unobligated funds available.</i></p>					
LB1177	Hunt		Education 02/24/2020	In Committee 01/27/2020	Eliminate oath for teachers and other school employees
<p><i>Amends 11-101.01. Removes the requirement that teachers and employees paid with public school funds swear an oath of office.</i></p>					
LB967	DeBoer		Education 02/25/2020	In Committee 01/14/2020	Change provisions regarding bullying prevention and education
<p><i>Amends 79-2,137. Adds new requirements for a school districts policy concerning bullying prevention and education for all students. The new requirements shall be made in the policy, in age-appropriate terms on and after August 1, 2020 and shall be annually reviewed by the school district. The policy must also be made available to all parents, guardians, school employees, and students in a student or employee handbook, which shall be available at each school office or school district office and on the school or school district web site in languages which are most prevalent among the students and parents or guardians. Requirements include:</i></p> <p><i>A clear statement that the school district prohibits harassment, intimidation, bullying, and cyberbullying on school grounds, in any vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at any school- sponsored activity or school-sponsored athletic event;</i></p> <p><i>A clear definition of bullying consistent with definitions already defined in the statutes;</i></p> <p><i>A procedure for reporting any act of bullying, including, but not limited to:</i></p> <p><i>(i) the manner for reporting any act of bullying,</i></p> <p><i>(ii) the means by which such reports may be made anonymously or in a manner that protects victims or witnesses of bullying, and</i></p> <p><i>(iii) the school officials, designated by job title, who are responsible for receiving such reports;</i></p> <p><i>A procedure for prompt investigation of a report of an act of bullying, including, but not limited to:</i></p> <p><i>(i) the school officials, designated by job title, who are responsible for investigating such reports and</i></p> <p><i>(ii) a timeline for the investigative process that ensures a prompt and thorough investigation</i></p> <p><i>A procedure to request:</i></p> <p><i>(i) a school district review of the response of a school in such district to a report of an act of bullying or</i></p> <p><i>(ii) an appeal of the results of an investigation of a report of an act of bullying;</i></p> <p><i>A procedure to ensure that the parents or guardians of any student involved in any investigation are promptly notified of the report of an act of bullying and the investigation;</i></p> <p><i>and</i></p> <p><i>A prohibition against reprisal or retaliation by any student or employee of the school district against any person who reports an act of bullying, provides information during an investigation of an act of bullying, or witnesses or has reliable information about an act of bullying.</i></p>					

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LB1156	Vargas		Education 02/25/2020	In Committee 01/27/2020	Provide for a statewide school panic button program
<p><i>NACO OPPOSE</i></p> <p><i>Makes it the intent of the Legislature to appropriate two million dollars for fiscal year 2020-21 to the State Department of Education for the purpose of implementing the statewide panic button program. Requires that by September 30, 2020 the Department of Education Develop a statewide school panic button program available to schools in Nebraska.</i></p> <p><i>At a minimum, the department shall complete the following activities when developing the program:</i></p> <p><i>Secure a statewide contract with one or more technology providers necessary to operate the program;</i></p> <p><i>If available through the Department of Administrative Services, use an existing state contract to expedite and procure the program; and</i></p> <p><i>Assume the cost of having the technology implemented in all schools.</i></p> <p><i>The vendor shall have a demonstrated track record of deploying technology for a school panic button program on a statewide basis with at least one successful statewide implementation covering a minimum of one thousand public schools.</i></p> <p><i>The vendor shall also have demonstrated success in the State of Nebraska by identifying school districts that are participating in a panic button program as of the effective date of this act or that have previously participated in a panic button program.</i></p> <p><i>The technology purchased for the program shall meet the following standards:</i></p> <p><i>The technology must be usable through a mobile telephone application-based system; and</i></p> <p><i>The mobile telephone application-based system must be able to be optionally integrated with the public safety answering point and to do the following:</i></p> <p><i>Place a standard voice call to 911;</i></p> <p><i>Communicate with and allow the 911 service system to send followup messages;</i></p> <p><i>Send short message service text messages, email, and push notifications to authorized users onsite at the school, including teachers and staff at the school and key public safety personnel;</i></p> <p><i>Actively monitor all 911 calls processed by the public safety answering point, including standard landline, mobile, and panic-button- application calls;</i></p> <p><i>Allow the 911 service system or public safety officials to convert a standard 911 call made from a landline or mobile telephone processed by the 911 service system to a panic-button-application event from within the 911 service system, including intake, dispatch, and supervisory workflows of the 911 service system;</i></p> <p><i>Allow the 911 service system or public safety officials to initiate panic-button-application events and to initiate a communication to declare a panic-button-application event outside of a 911 call to facilitate communications and coordination before, during, and after an event; and</i></p> <p><i>Automatically present information from a school to the 911 call taker, including floor plans and building information, without further action by the 911 call taker when a 911 call from a landline or mobile phone or panic-button-application activation occurs.</i></p> <p><i>The mobile telephone application-based system shall contain, at least, the following event categories:</i></p> <p><i>Active Assailant/Shooter;</i></p> <p><i>Medical Emergency;</i></p> <p><i>Police;</i></p> <p><i>Fire; and</i></p> <p><i>Other 911.</i></p> <p><i>The mobile telephone application-based system shall allow for the geo-fencing of a school campus that generates a panic button notification inside the school property and a regular 911 call outside the school property.</i></p> <p><i>The State Department of Education shall ensure that the mobile telephone application-based system selected for the program is certified by the United States Department of Homeland Security under the federal Support Anti-Terrorism by Fostering Effective Technologies Act of 2002.</i></p>					
LB1121	La Grone		Government, Military and Veterans Affairs 02/26/2020	In Committee 01/24/2020	Change incumbent filing deadlines and remove obsolete election provisions
<p><i>NACO SUPPORT</i></p> <p><i>Amends 32-545, 32-606, 32-552, and 79-552. Removes multiple obsolete provisions related to elections relating back to 2013. Allows for a candidate for an elective office who was appointed to an elective office to fill a vacancy after the deadline for an incumbent to file a candidate filing form but before the deadline for all other candidates, the candidate may file a candidate filing form for any office on or before the deadline for all other candidates.</i></p>					

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LB946	Briese		Revenue 02/26/2020	Introduced	Change the sales tax rate and impose sales tax on additional services <p><i>NACO WATCH, NHA-O</i> Amends 77-2701.02, 77-2701.36, 77-2701.41, 77-2704.26, 77-2704.45, 77-2713, 77-27,132, 77-27,223, 77-2701, 77-2701.04, 77-2701.16, 77-2701.32, 77-2703, 77-2703.01, and 77-271. Changes the sales tax on October 21, 2021 from 5.5% to 4%. Gives the Tax Commissioner the ability to adjust the sales tax rate to a rate that is estimated to provide approximately the same amount of sales and use tax revenue for the state as would have been generated had the changes to the sales tax base made by this legislative bill not gone into effect at the beginning of each of the next four calendar quarters. Includes in the definition of gross receipts to include the gross income received for providing a service. Services shall be presumed taxable unless a specific sales tax exemption applies. Redefines "Seller" to include every person engaged in the business of providing services the gross receipts from the retail sale of which are required to be included in the measure of the sales tax. Adds a definition of Service to include all activities that are engaged in for other persons for a consideration and that involve predominantly the performance of a service as distinguished from selling or leasing tangible personal property. The term does not include services rendered by an employee to his or her employer. In determining what is a service, the intended use, principal objective, or ultimate objective of the contracting parties shall not be controlling.</p>
LB1192	Linehan		Revenue 02/27/2020	In Committee 01/27/2020	Limit the total amount reimbursed by the state for homestead exemptions <p><i>NACO OPPOSE</i> Amends 77-3523. Changes are in relation to Homestead Exemptions. The county treasurer and county assessor shall, on or before November 30 of each year, certify to the Tax Commissioner the total tax revenue that will be lost to all taxing agencies within the county from taxes levied and assessed in that year because of exemptions. The state shall reimburse the full amount certified from each county except: The total amount to be reimbursed by the state for any year shall not exceed one hundred million dollars. If the total amount certified from all counties exceeds one hundred million dollars, the Tax Commissioner shall proportionately reduce the amount to be reimbursed to each county so that the limit is not exceeded. Each taxing agency's proportionate share shall be based on the amount of tax revenue lost by the taxing agency.</p>
LB1212	Hansen		Revenue 02/27/2020	In Committee 01/27/2020	Adopt the Property Tax Request Act <p><i>LC-FN-REQ</i> <i>NACO OPPOSE</i> Amends 77-1601, 77-1776, and 77-1601.02. Adopts the Property Tax Request Act. Allows for a political subdivision to set its property tax request at an amount that exceeds its property tax request in the prior year if: The governing body of such political subdivision holds a public hearing and provides notice of such hearing; and Shall be held at a meeting of the political subdivision with no items on the agenda other than: Discussion and action on the political subdivision's intent to approve a property tax request that exceeds the political subdivision's property tax request in the prior year; and The political subdivision's budget Shall provide interested parties an opportunity to be heard. The governing body of such political subdivision passes a resolution or an ordinance that complies with the act. Any resolution or ordinance setting a property tax request under this section shall be certified and forwarded to the county clerk on or before October 13 of the year for which the tax request is to apply.</p>
LB1213	Hansen		Revenue 02/27/2020	In Committee 01/27/2020	Change tax and school funding provisions <p><i>LC-FN-REQ</i> <i>NACO OPPOSE</i> Amends 2-2701, 77-201, 77-382, 77-1391, 77-1601, 77-1776, 77-2004, 77-2701.02, 77-2704.10, 77-2704.24, 77-2704.30, 77-2704.50, 77-2704.51, 77-2715.03, 77-27,132, 77-3005, and 77-5023, 79-1001, 77-1601.02 and 77-2701.16. Allows for a political subdivision to set its property tax request at an amount that exceeds its property tax request in the prior year if: The governing body of such political subdivision holds a public hearing and provides notice of such hearing; and Shall be held at a meeting of the political subdivision with no items on the agenda other than: Discussion and action on the political subdivision's intent to approve a property tax request that exceeds the political subdivision's property tax request in the prior year; and The political subdivision's budget</p>

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					<p><i>Shall provide interested parties an opportunity to be heard.</i></p> <p><i>The governing body of such political subdivision passes a resolution or an ordinance that complies with the act. Any resolution or ordinance setting a property tax request under this section shall be certified and forwarded to the county clerk on or before October 13 of the year for which the tax request is to apply. Commencing July 1, 2020, the rate of the sales tax levied pursuant to section 77-2703 shall be five percent, except that such rate shall be three percent for purchases of food and food ingredients as defined in section 77-2704.10. Adds multiple new industries under the umbrella of "gross receipts of every person engaged in selling, leasing, or otherwise providing intellectual or entertainment property means."</i></p> <p><i>Examples</i></p> <p><i>The gross income received for providing chartered flights;</i></p> <p><i>The gross income received for grading and excavating services;</i></p> <p><i>The gross income received for dating services;</i></p> <p><i>Adds the following sections:</i></p> <p><i>The acceptable ranges for agricultural land and horticultural land not receiving special valuation are:</i></p> <p><i>For tax years prior to tax year 2021, sixty-nine to seventy-five percent of actual value; and</i></p> <p><i>For tax year 2021 and each tax year thereafter, fifty-nine to sixty-five percent of actual value.</i></p> <p><i>The acceptable ranges for agricultural land and horticultural land receiving special valuation are:</i></p> <p><i>For tax years prior to tax year 2021, sixty-nine to seventy-five percent of special valuation; and</i></p> <p><i>For tax year 2021 and each tax year thereafter, fifty-nine to sixty-five percent of special valuation.</i></p> <p><i>The acceptable ranges for all other real property are:</i></p> <p><i>For tax years prior to tax year 2021, ninety-two to one hundred percent of actual value; and</i></p> <p><i>For tax year 2021 and each tax year thereafter, eighty-two to ninety percent of actual value.</i></p> <p><i>Adopts the New School Aid Act</i></p> <p><i>The general fund aid to be paid for each school fiscal year to each school district shall equal:</i></p> <p><i>The sum of:</i></p> <p><i>The foundation aid calculated for each school in such school district or, for very sparse school districts, the aggregate foundation aid calculated for all schools in such school district;</i></p> <p><i>Any poverty grant calculated for any school in such school district</i></p> <p><i>Any English learner grant calculated for any school in such school district</i></p> <p><i>Any student growth grant calculated for such school district; and</i></p> <p><i>Any administration sharing incentive calculated for such school district;</i></p> <p><i>Minus any spending adjustment calculated for such school district.</i></p> <p><i>The department shall calculate infrastructure aid for each school fiscal year as follows:</i></p> <p><i>On or before November 15, 2020, and on or before each November 15 thereafter, the Tax Commissioner shall certify to the department for the preceding tax year the income tax liability of resident individuals for each school district; and</i></p> <p><i>The department shall multiply the income tax liability certified for each school district by two and twenty-three hundredths percent to calculate the infrastructure aid to be paid to such school district.</i></p> <p><i>Infrastructure aid shall only be used by school districts for infrastructure improvements and utilities.</i></p> <p><i>The department shall distribute general fund aid and infrastructure aid as calculated pursuant to the New School Aid Act to each school district in ten as nearly as possible equal payments on the last business day of each month beginning in September of the school fiscal year for which such aid was calculated and ending in June of the following year.</i></p>

TENTATIVE* 2020 Legislative Session

Sun	Mon	Tues	Wed	Thur	Fri	Sat
January						
			1	2	3	4
5	6	7	8 DAY 1	9 DAY 2	10 DAY 3	11
12	13 DAY 4	14 DAY 5	15 DAY 6	16 DAY 7	17 RECESS	18
19	20 HOLIDAY	21 DAY 8	22 DAY 9	23 DAY 10	24 DAY 11	25
26	27 DAY 12	28 DAY 13	29 DAY 14	30 DAY 15	31 DAY 16	

Sun	Mon	Tues	Wed	Thur	Fri	Sat
February						
						1
2	3 DAY 17	4 DAY 18	5 DAY 19	6 DAY 20	7 RECESS	8
9	10 DAY 21	11 DAY 22	12 DAY 23	13 DAY 24	14 RECESS	15
16	17 HOLIDAY	18 DAY 25	19 DAY 26	20 DAY 27	21 DAY 28	22
23	24 DAY 29	25 DAY 30	26 DAY 31	27 DAY 32	28 RECESS	29

Sun	Mon	Tues	Wed	Thur	Fri	Sat
March						
1	2 RECESS	3 DAY 33	4 DAY 34	5 DAY 35	6 DAY 36	7
8	9 DAY 37	10 DAY 38	11 DAY 39	12 DAY 40	13 RECESS	14
15	16 RECESS	17 DAY 41	18 DAY 42	19 DAY 43	20 DAY 44	21
22	23 DAY 45	24 DAY 46	25 DAY 47	26 DAY 48	27 RECESS	28
29	30 RECESS	31 DAY 49				

Sun	Mon	Tues	Wed	Thur	Fri	Sat
April						
			1 DAY 50	2 DAY 51	3 DAY 52	4
5	6 DAY 53	7 DAY 54	8 DAY 55	9 DAY 56	10 RECESS	11
12	13 RECESS	14 DAY 57	15 DAY 58	16 DAY 59	17 RECESS	18
19	20 RECESS	21 RECESS	22 RECESS	23 DAY 60	24	25
26	27	28	29	30		

Federal & State Holidays

January 20 – Martin Luther King Jr. Day
February 17 - Presidents' Day

Legislative Recess Days

January 17
February 7, 14, 28
March 2, 13, 16, 27, 30
April 10, 13, 17, 20, 21, 22

*The Speaker reserves the right to revise the session calendar.

2020 LEGISLATIVE COMMITTEES

Committee on Committees Final Report Standing Committees

Updated 1/1/20

Agriculture (8)

Rm. 1524 - Tuesday

Halloran (C), Brandt (VC), Blood, Chambers, Hansen, B., Lathrop, Moser, Slama

Appropriations (9)

Rm. 1003 – Monday, Tuesday, Wednesday, Thursday, & Friday

Stinner (C), Bolz (VC), Clements, Dorn, Erdman, Hilkemann, McDonnell, Vargas, Wishart

Banking, Commerce and Insurance (8)

Rm. 1507 - Monday & Tuesday

Williams (C), Lindstrom (VC), Gragert, Howard, Kolterman, La Grone, McCollister, Quick

Business and Labor (7)

Rm. 1524 - Monday

Hansen, M. (C), Hansen, B. (VC), Chambers, Crawford, Halloran, Lathrop, Slama

Education (8)

Rm. 1525 - Monday & Tuesday

Groene (C), Walz (VC), Brewer, Kolowski, Linehan, Morfeld, Murman, Pansing Brooks

General Affairs (8)

Rm. 1510 - Monday

Briese (C), Lowe (VC), Arch, Blood, Brandt, Hunt, Moser, Wayne

Government, Military and Veterans Affairs (8)

Rm. 1507 - Wednesday, Thursday, & Friday

Brewer (C), La Grone (VC), Blood, Hansen, M., Hilgers, Hunt, Kolowski, Lowe

Health and Human Services (7)

Rm. 1510 - Wednesday, Thursday, & Friday

Howard (C), Arch (VC), Cavanaugh, Hansen, B., Murman, Walz, Williams

Judiciary (8)

Warner Chamber - Wednesday, Thursday, & Friday

Lathrop (C), Pansing Brooks (VC), Brandt, Chambers, DeBoer, Morfeld, Slama, Wayne

Natural Resources (8)

Rm. 1525 - Wednesday, Thursday, & Friday

Hughes (C), Bostelman (VC), Albrecht, Geist, Gragert, Halloran, Moser, Quick

Nebraska Retirement Systems (6)

Rm. 1507 - At call of Chair

Kolterman (C), Lindstrom (VC), Bolz, Groene, Kolowski, Stinner

Revenue (8)

Rm. 1524 - Wednesday, Thursday, & Friday

Linehan (C), Friesen (VC), Briese, Crawford, Groene, Kolterman, Lindstrom, McCollister

Transportation and Telecommunications (8)

Warner Chamber - Monday & Tuesday

Friesen (C), Geist (VC), Albrecht, Bostelman, Cavanaugh, DeBoer, Hilgers, Hughes

Urban Affairs (7)

Rm. 1510 - Tuesday

Wayne (C), Hunt (VC), Arch, Briese, Crawford, Hansen, M., Lowe

Select Committees

Committee on Committees (13)

Hilkemann (C)

District 1:

Bostelman

Hilgers

Pansing Brooks

Morfeld (VC)

District 2:

Howard

Lathrop

Lindstrom

Vargas

District 3:

Erdman

Friesen

Groene

Murman

Enrollment and Review (1)

Slama (C)

Reference (9)

Hilgers (C), Vargas (VC), Bolz, Chambers, Hughes, Kolterman, Lowe, McCollister, Scheer, Stinner (nonvoting ex officio)

Rules (6)

Crawford (C), Erdman (VC), Howard, Hansen, M., Lathrop, Scheer (ex officio)

Special Committees

Building Maintenance (6)

Erdman (C), Lowe (VC), Bostelman, Brandt, McDonnell, Stinner

Education Commission of the States (3)

Groene, Morfeld, Murman

Executive Board of the Legislative Council (9)

Hilgers (C), Vargas (VC), Bolz, Chambers, Hughes, Kolterman, Lowe, McCollister, Scheer, Stinner (nonvoting ex officio)

Justice Reinvestment Oversight (5)

Lathrop (C), DeBoer, McCollister, Pansing Brooks, Wayne

Legislative Performance Audit (7)

Geist (C), Crawford (VC), Friesen, Hansen, B., Hilgers, Scheer, Stinner

Legislature's Planning (9)

Vargas (C), McCollister (VC), Clements, DeBoer, Hansen, M., Hilgers, Scheer, Stinner, Williams

Midwestern Higher Education Commission (Midwest Compact) (2)

Kolowski, Slama

State-Tribal Relations (7)

Hilkemann (C), Wishart (VC), Albrecht, Brewer, Gragert, Hunt, Walz



2020 ADVOCACY HANDBOOK

FOR THE 2020 LEGISLATIVE SESSION

NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2020
AND A GUIDE FOR EFFECTIVE ADVOCACY

AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 22, 2019
FOR THE 106TH LEGISLATURE, 2ND SESSION

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

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

WELCOME - KNOW YOUR ROLE

106TH LEGISLATURE, 2ND SESSION

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NO ONE IS MORE QUALIFIED TO TALK ABOUT YOUR SCHOOL DISTRICT, YOUR COMMUNITY, AND YOUR NEEDS RELATED TO PROVIDING A QUALITY EDUCATION THAN YOU!

With your help, NASB is an advocate for public education and local school governance ... and YOUR collective voice in the Legislature

As NASB represents the state's 260+ member districts and ESUs, relationships and communication are the keys to the success of the Association's advocacy work. NASB advocates for the standing positions and legislative resolutions approved by delegates all from member boards at the annual NASB Delegate Assembly held in conjunction with the State Education Conference each November. It is here, and throughout the year where our focus is to work for and with you on all of the issues that impact public education.

Can YOU really make a difference? YES YOU CAN!

You are an elected official and a community leader. As a school board member, you are in an excellent position to educate and influence the legislative process, and are seen as a key resource on education policy for your district. We encourage all boards to include a legislative update as a part of each meeting, and to discuss/share key legislative information with key individuals in the community. Remember that advocacy is year-round, not just during the session itself. Bookmark the Government Relations page of www.NASBOnline.org for updates and information, and make sure to utilize NASB's *Legislative Notes*, summarizing all of the pertinent items related to public education in Nebraska. Another great resource is www.NebraskaLegislature.gov.

WHAT CAN NASB DO FOR YOU?

ASSIST YOU IN PREPARING TESTIMONY, TALKING POINTS, EMAILS, OR OP-ED'S
FACILITATE SENATOR INTRODUCTIONS, MEETINGS AND/OR VISITS AT HOME OR THE CAPITOL
FEATURE YOUR DISTRICT VISITS WITH SENATORS
BRIEF YOUR BOARD AT A MEETING IN YOUR COMMUNITY

2019

LEGISLATIVE SESSION HIGHLIGHTS

NASB took a position on 57 bills this session, and were closely following another 49.

NASB was represented in testimony in 12 of the 14 Committees.

School Board Members Came to Lincoln to Testify on the Following Bills on NASB's Behalf:

LB 147, LB 149, LB 314, LB 346, LB 506, LB 614, LB 634, LB 670, LB 727, LR 3 CA & LR 8 CA

NASB facilitated 1-on-1's with each member of the Revenue Committee and a school board member from their district.

NASB hosted calls with several senators throughout the session.

Legislative Lunches were held in Falls City, Fremont, Lincoln, O'Neill & Wayne.

NASB had 1-on-1 meetings with 38 of the 49 Senators this Session.

NASB produced a number of quick videos updating members on recent news or events that had just taken place at the Capitol, and posted on Facebook and Twitter.

We truly appreciate the level of engagement from local school board members this year. It has definitely made a difference, and has been recognized by your senators.

ADVOCACY, ENGAGEMENT & #liveNASB

106TH LEGISLATURE, 2ND SESSION

School Boards Make Nebraska a Great Place to LIVE!

Through Leadership, Innovation, Vision and Engagement Nebraska's School Boards are making a difference for students across the state.

LEADERSHIP

NASB will provide leadership to groups, individuals, and organizations and facilitate efforts to improve student achievement.

INNOVATION

Through innovation of programs and services, NASB will add value for our members and generate revenue to support growth.

VISION

NASB will develop a vision with other groups, individuals, and organizations to address how we fund schools and provide opportunities to bring a quality education to all children.

ENGAGEMENT

With engagement of its board and members, NASB will provide opportunities for school boards to be advocates for public education.

Advocacy is on-going. Stay up to speed on the Legislature year-round.

- ✓ Become Familiar With Your Senator & Their Staff -- Don't take for granted the access we have as Nebraskans to our Senators & Federal Representatives. It is not like that everywhere. Take advantage of it! Be involved. Build the relationship. Be ENGAGED!
- ✓ Have a "legislative update" agenda item at each board meeting, and share key legislative information with your board, and your community.
- ✓ Pass board policy specific to how you deal with legislative issues.
- ✓ Utilize NASB's Legislative links, communication, the *Legislative Notes* newsletter, track specific bills, follow along on social media, and study the annual Advocacy Handbook.
- ✓ Reach out to NASB's Legislative Team, and/or a member of the NASB Legislation Committee. Attend the various Legislative Lunches throughout the year across Nebraska.
- ✓ Stay up to speed with your local newspaper, social media, senator emails/newsletters, etc.

ASK YOURSELF: WHAT ARE YOU DOING FOR YOUR DISTRICT/COMMUNITY?

THE LEGISLATURE NEEDS TO KNOW SCHOOL BOARD MEMBERS WANT TO BE INVOLVED!

NASB LEGISLATIVE TEAM: JOHN SPATZ, COLBY COASH, MATT BELKA & VICKI WALTER-WINTERS

ADVOCACY, ENGAGEMENT & #liveNASB

106TH LEGISLATURE, 2ND SESSION

SHARE YOUR STORY ... KNOW YOUR DISTRICT'S DATA

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

Below are examples of the data you should know from your schools to help tell your district's story:

NUMBER OF KIDS IN FREE/REDUCED LUNCH
SCHOOL LANDS PER PUPIL REIMBURSEMENT
CENSUS VS ENROLLMENT
NUMBER OF LANGUAGES SPOKEN IN YOUR DISTRICT
NUMBER OF ELL STUDENTS
TRANSPORTATION NUMBERS ... IF SEAT BELTS IN BUSES, IMPACT (\$)
WHAT PERCENTAGE OF YOUR BUDGET IS SPED
AVERAGE CLASS SIZE
STUDENT DISCIPLINE PROCEDURES
RETIREMENT OBLIGATION
SAFETY & SECURITY MEASURES IN THE PAST FEW YEARS
NUMBER OF OPTION KIDS
PERCENTAGE OF ADMINISTRATIVE COSTS

YOU HAVE POWER & VOICE!

The Legislature needs to know school board members want to be involved!

Remind them; You are their neighbor.

Voters also put you in office.

You are guardians for the States most precious resource ... Children.

You have an influential role in your community.

You know better than anyone the effect of a decision.

NASB LEGISLATIVE TEAM & RESOURCES

Colby Coash - Associate Executive Director, Director of Government Relations - ccoash@NASBonline.org

Matt Belka - Director of Marketing, Communications & Advocacy - mbelka@NASBonline.org

John Spatz - Executive Director - jspatz@NASBonline.org

Vicki Walter-Winters - Legal Administrative Assistant - vwinters@NASBonline.org

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NASB Videos: www.vimeo.com/NASBonline Key Hashtags: #liveNASB #neleg

Nebraska Legislature: www.nebraskalegislature.gov

Senators Web Pages: www.nebraskalegislature.gov/senators

National School Board Association Advocacy: www.nsba.org/advocacy

YOUR NASB LEGISLATION COMMITTEE

106TH LEGISLATURE, 2ND SESSION



Brad Wilkins, Chair
NASB President-Elect
Ainsworth



Stacie Higgins
NASB President
Nebraska City



Kim Burry
NASB Vice President
Bayard



Member 1
Lou Ann Goding
Omaha



Member 2
Ben Perlman
Omaha



Member 3
Marque Snow
Omaha



Member 4
Connie Duncan
Lincoln



Member 5
Kathy Danek
Lincoln



Member 6
Linda Poole
Millard



Member 7
Sarah Centineo
Bellevue



Member 8
Beth Morrisette
Westside



Member 9
Skip Altig
North Platte



Member 10
Patti Gubbels
Norfolk



Member 11
Laura Schneider
Hastings



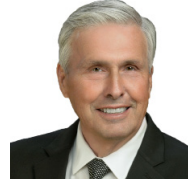
Member 12
Ryne Seaman
Seward



Member 13
Suzanne Sapp
Ashland-Greenwood



Member 14
Lisa Wagner
Central City



Member 15
Steve Koch
Hershey



Member 16
Jim Vlach
Lyons-Decatur



Member 17
Christopher Waddle
Giltner



Member 18
Ron Pearson
ESU 3



Appointed Member
Lisa Albers
Grand Island



Appointed Member
Jayson Bishop
Perkins County



Appointed Member
Linda Richards
Ralston



Appointed Member
Stephanie Summers
David City



Appointed Member
Annette Weise
Tri County

YOUR 2019-20 SENATORS

106TH LEGISLATURE, 2ND SESSION



Sen. Julie Slama
District 1
Peru



Sen. Robert Clements
District 2
Elmwood



Sen. Carol Blood
District 3
Bellevue



Sen. Robert Hilkemann
District 4
Omaha



Sen. Mike McDonnell
District 5
Omaha



Sen. Machaela Cavanaugh
District 6
Omaha



Sen. Tony Vargas
District 7
Omaha

Former School Board Member



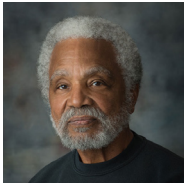
Sen. Megan Hunt
District 8
Omaha



Sen. Sara Howard
District 9
Omaha



Sen. Wendy DeBoer
District 10
Omaha



Sen. Ernie Chambers
District 11
Omaha



Sen. Steve Lathrop
District 12
Omaha



Sen. Justin Wayne
District 13
Omaha

Former School Board Member



Sen. John Arch
District 14
Papillion



Sen. Lynne Walz
District 15
Fremont



Sen. Ben Hansen
District 16
Blair



Sen. Joni Albrecht
District 17
Thurston



Sen. Brett Lindstrom
District 18
Omaha



Speaker Jim Scheer
District 19
Norfolk

Former School Board Member



Sen. John McCollister
District 20
Omaha



Sen. Mike Hilgers
District 21
Lincoln



Sen. Mike Moser
District 22
Columbus



Sen. Bruce Bostelman
District 23
Brainard



Sen. Mark Kolterman
District 24
Seward

Former School Board Member



Sen. Suzanne Geist
District 25
Lincoln

YOUR 2019-20 SENATORS

106TH LEGISLATURE, 2ND SESSION



Sen. Matt Hansen
District 26
Lincoln



Sen. Anna Wishart
District 27
Lincoln



Sen. Patty Pansing Brooks
District 28
Lincoln



Sen. Kate Bolz
District 29
Lincoln



Sen. Myron Dorn
District 30
Adams



Sen. Rick Kolowski
District 31
Omaha



Sen. Tom Brandt
District 32
Plymouth



Sen. Steve Halloran
District 33
Hastings



Sen. Curt Friesen
District 34
Henderson



Sen. Dan Quick
District 35
Grand Island



Sen. Matt Williams
District 36
Gothenburg



Sen. John Lowe
District 37
Kearney



Sen. Dave Murman
District 38
Glenvil

Former School Board Member



Sen. Lou Ann Linehan
District 39
Elkhorn



Sen. Tim Gragert
District 40
Creighton

Former School Board Member



Sen. Tom Briese
District 41
Albion

Former School Board Member



Sen. Mike Groene
District 42
North Platte



Sen. Tom Brewer
District 43
Gordon

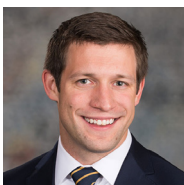


Sen. Dan Hughes
District 44
Venango

Former School Board Member



Sen. Sue Crawford
District 45
Bellevue



Sen. Adam Morfeld
District 46
Lincoln



Sen. Steve Erdman
District 47
Bayard

Former School Board Member

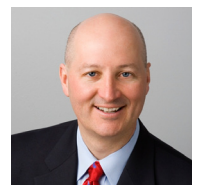


Sen. John Stinner
District 48
Gering

Former School Board Member



Sen. Andrew La Grone
District 49
Gretna



Gov. Pete Ricketts

MARK YOUR CALENDARS

106TH LEGISLATURE, 2ND SESSION

January 8	2020 Legislative Session begins
January 23	Day 10: All new bills must be introduced by this date
February 9	NASB Legislation Committee Meeting
February 9-10	Legislative Issues Conference Cornhusker Marriott-Lincoln
February 19-20	Priority Bill Designation
April 23	Day 60: Final Day of the 2020 Legislative Session
July 1	Call for Legislative Submissions for 2021 consideration due
July 18	Legislation Committee Meeting
November 20	2020 Delegate Assembly Omaha

NASB POSITIONS ENCLOSED

The Nebraska Association of School Boards is the only state organization created by school board members to represent the interests of school board members. Your Association's legislative agenda is initiated each year with the submission of local board proposals. The NASB Legislation Committee reviews all proposals, and then submits its recommendations to the NASB Board of Directors. The Board can then review and amend the submissions before presenting them to the NASB Delegate Assembly. The Delegate Assembly gives each member school district a voice in shaping the agenda of NASB. This publication represents the final agenda, set by the Delegate Assembly, for the 2020 Legislative Session. Standing Positions remain in effect until they are repealed by the Assembly. Legislative Resolutions are in effect for one year only.

WHAT DOES THIS REPRESENT?

The statements you read inside the pages of this book represent a set of belief statements which guide NASB's government relations efforts. These words guide our lobbying efforts at the State Capitol, with the State Board of Education and NDE, as well as with our representatives in Washington, D.C. While this work represents an effort to describe an issue or condition to be addressed, rarely is a bill written in such plain language. Actual legislative bills are a blend of several ideas (or perhaps a good idea, and a substantial price tag). Hence, when NASB analyzes how we will testify on a bill, we take into account a number of factors, including regular reviews by the Legislation Committee which offer guidance on the course corrections necessary to navigate the turbulent amendment process.

YOUR 2019 LEGISLATIVE RESOLUTIONS

106TH LEGISLATURE, 2ND SESSION

... as approved by the Legislation Committee on July 20, 2019
... and approved by the Board of Directors on August 10, 2019
... and adopted by the Delegate Assembly on November 22, 2019

Resolutions are statements of intended and desired legislative action on items of current needs or problems. Resolutions are in effect for one year and direct the organization and its staff in their legislative efforts with each annual session of the Legislature.

All resolutions submitted are presented for consideration and action. The Delegate Assembly shall receive, consider, and act upon legislative resolution proposals submitted to it by the Legislation Committee and the Board of Directors.

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

CREATING A VISION FOR NEBRASKA'S FUTURE

NASB will lead and support the creation of a vision that revises tax policy and invests state resources for Nebraska's future.

EDUCATION PROGRAM OPPORTUNITIES

NASB believes that each student should have access to a challenging instructional program which is relevant and prepares him or her for work or further education.

EXPAND USE OF QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

NASB supports the expansion of the Qualified Capital Purpose Undertaking Fund to include modifications for student and staff security including cyber security.

HEALTHY CULTURES & RESILIENCY IN SCHOOLS

NASB will support leveraging its infrastructure and resources to support a healthy culture in schools. NASB will align with others to develop "resilient" school districts with programs to support both staff and students.

MENTAL & BEHAVIORAL HEALTH

NASB will support legislative efforts to provide services related to mental and behavioral health to school-age children across Nebraska.

SUPPORT OF EARLY CHILDHOOD PROGRAMS IN THE COMMUNITY

NASB will support early childhood education programs at the community level, which may include redefining economic development programs to include early childhood infrastructure development for communities and will support early childhood programs as an element in community comprehensive plans.

SUPPORT THE COLLECTION AND USE OF RELEVANT DATA

NASB encourages boards to use data to support its district strategic plan and goals. NASB supports collaborating with the state and other organizations in the collection and use of relevant data. NASB will identify data it can capture to help inform boards and, if necessary, support legislation to create data sources.

YOUR NASB STANDING POSITIONS

106TH LEGISLATURE, 2ND SESSION

... as approved by the Legislation Committee on July 20, 2019
... and approved by the Board of Directors on August 10, 2019
... and adopted by the Delegate Assembly on November 22, 2019

Standing positions are statements of policy and purpose which are developed and maintained over time. They are considered annually by the Delegate Assembly, and remain in effect until they are actively removed.

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — BOARD DEVELOPMENT

NASB encourages boards of education to take part in board in-service and development programs and to budget funds for such programs. (1995)

S-2 — BOARD RECOGNITION

NASB believes the service of school boardsmanship is fundamental to participatory democracy and deserves recognition collectively and individually from state and local communities. (prior to 1995)

S-3 — BUSINESS AND EDUCATION PARTNERSHIPS

NASB encourages boards of education to develop mutually beneficial partnerships with business to ensure mutual understanding and cooperation. (1995)

S-4 — COLLABORATIVE SERVICES TO YOUTH

NASB urges collaborative linkages between schools and other public and private agencies that serve children. (prior to 1995)

S-5 — LEADERSHIP TEAM

NASB believes that each board of education should create an administrative leadership team, which should include all supervisory and managerial employees including the superintendent and board members. (prior to 1995, amended 2007)

S-6 — PARENT INVOLVEMENT

NASB urges boards of education to support partnerships between parents and schools that encourage parent involvement in the education process. (1997)

S-7 — POLICY

NASB considers it imperative that boards of education adopt clearly defined, flexible policies after input from the administration, parents, employees, and other interested parties. Policies, based on a clear understanding of the education process, should be thoroughly reviewed annually. The execution of policy is the responsibility of professional administrators and staff. (prior to 1995)

CONDITIONS OF CHILDREN

S-8 — ABUSE OF ALCOHOL, TOBACCO, & OTHER DRUGS

NASB supports efforts by boards of education and state and national officials to strictly enforce policies regarding the sale, use or possession of illegal drugs including methamphetamine, marijuana, THC products and synthetic equivalents of THC and marijuana, alcohol, tobacco, nicotine products, vapor products (including e-cigarettes), and any products intended by appearance or effect to replicate tobacco products on school property. The designation of “drug free zones” near schools is also urged. (prior to 1995, amended 2015)

S-9 — AT-RISK STUDENTS AND THE ACHIEVEMENT GAP

NASB recognizes that there are many children and youth who are experiencing special difficulties in achieving high education standards. NASB supports increased funding to help close the gap in educational opportunity and educational achievement, and urges boards of education to work with, and obtain increased funding from the state Legislature, as well as state and federal education agencies to assist at-risk children and youth in making adequate educational progress. (prior to 1995, amended 2009)

YOUR NASB STANDING POSITIONS

106TH LEGISLATURE, 2ND SESSION

CURRICULUM & INSTRUCTION

S-10 — EARLY CHILDHOOD EDUCATION

NASB supports quality early childhood education programs accessible to all children and advocates programs that provide age-appropriate activities to prepare children for school. (prior to 1995)

S-11 — ENROLLMENT OPTION; HOMEBOUND STUDENTS

NASB supports legislation stating that when an option student becomes homebound, the school district in which the student resides assumes full responsibility for educating the student. (1998, amended 2016)

S-12 — ENROLLMENT OPTION LIMITATION

NASB supports legislation returning option students to the resident school district if the option district must contract with another school district or agency for the educational services needed by the student. (1996, amended 2016)

S-13 — LIABILITY FOR MEDICATION ADMINISTRATION

NASB supports legislation that would limit the liability of a school district and school district representatives for the administering of prescription medication to students. (1999, amended 2013, 2016)

S-14 — NUTRITION EDUCATION/STUDENT WELLNESS

NASB believes that wellness programs for schools should emphasize healthy lifestyles and eating habits, mindful of all eating disorders, as well as obesity. (2004)

S-15 — SAFE SCHOOL ENVIRONMENT

NASB supports efforts to provide a school environment that is free from weapons, harassment, bullying, violence, drugs (including alcohol and tobacco), and other factors which threaten the safety of students and staff. (1997, amended 2012)

S-16 — STATEWIDE POVERTY/TRAUMA FUNDING

NASB recognizes the growing number of public school students across the state that are living in impoverished conditions and/or with traumatic experiences. NASB supports the use of research-based science to strengthen policy, program design and funding that targets those impacted by persistent poverty and/or trauma. (2017)

S-17 — STUDENT DISCIPLINE

NASB opposes legislative mandates related to student discipline. NASB supports student discipline as an essential, mutual responsibility of parents, teachers, and administrators, with final responsibility resting with school boards. (1999, amended 2019)

S-18 — ACCESS TO EQUAL EDUCATION OPPORTUNITIES

NASB supports equal educational opportunities for all students, regardless of their race, wealth or family circumstance, and urges the Legislature, the State Department of Education, and boards of education to remove all barriers that may prevent any child from having full access to such education opportunities. (1995, amended 2009)

S-19 — ACHIEVEMENT TEST SCORE USE

NASB opposes the use of test scores for the comparison of school districts or for the ranking of schools. (1998)

S-20 — ASSESSMENT OF STUDENT LEARNING

NASB supports multiple approaches to assess student learning, with decisions on assessment made at the local district level, and opposes a single “high-stakes” testing procedure. (2001)

S-21 — CULTURAL DIVERSITY

NASB urges all boards of education to support and implement curriculum which recognizes cultural diversity and enhances the knowledge of students about various ethnic and cultural backgrounds. (prior to 1995)

S-22 — CURRICULUM ADOPTION

NASB opposes legislative mandates addressing curriculum and testing. NASB supports the adoption of curriculum by local school boards and the State Board of Education. (2019)

S-23 — RESPONDING TO SPECIAL EDUCATION COSTS

NASB supports legislative efforts to give school districts that incur unforeseeable additional special education expenses assistance to alleviate cash flow problems. (2005)

S-24 — STUDENT EXPRESSION

NASB supports the authority of the local boards of education and school administration to regulate the content of school-sponsored publications and curriculum. (1997, amended 2009)

S-25 — TECHNOLOGY

NASB supports equal access to current technology for all school districts so they may engage all students in the curriculum, to equip them for an increasingly technological society and job market, and to provide them greater access to education services. (prior to 1995)

YOUR NASB STANDING POSITIONS

106TH LEGISLATURE, 2ND SESSION

FUNDING & FINANCE

S-26 — ACCOUNTING OF FUNDS

NASB supports transparent accounting and full disclosure of all funds received and expended for public education consistent with federal regulations. (2005)

S-27 — BUDGET LID: GROWTH FACTOR

NASB supports legislation which would establish an education expenditures “growth factor” which reflects the actual cost of providing a public education for school districts, learning communities, and ESUs. (2001, amended 2008)

S-28 — COMPENSATION FOR STATEWIDE STANDARDS & ASSESSMENTS

NASB supports adequate funding to compensate school districts/ESUs for the cost of implementing and managing the statewide learning standards and assessments. (2008, amended 2009, 2013)

S-29 — ELIMINATION OF BUDGET RESERVE LIMITS

NASB supports legislation that eliminates reserve limitation in the Tax Equity and Educational Opportunities Support Act and in debt service funds. (2000, amended 2001)

S-30 — ELIMINATION OF EXPENDITURE LIMITATION

NASB supports legislation eliminating the limitation on general fund expenditures. (2000, amended 2011)

S-31 — ESU CORE SERVICES FUNDING

NASB supports legislation to adequately fund Educational Service Units in a manner that allows successful implementation of statewide educational initiatives that are developed by law in conjunction with the Nebraska Department of Education. (2009, amended 2015)

S-32 — FINANCING CAPITAL IMPROVEMENTS

NASB supports adequate funding for school districts and ESUs for maintenance or replacement of our rapidly deteriorating facilities. (1997, amended 2015)

S-33 — FISCAL POLICY

NASB believes the Governor and Legislature must work together to create fiscal policy that will adequately fund public education statewide based upon the needs of students and not driven by a pre-set allocation of funds for education regardless of need. Nebraska demographics and student needs are dynamic, as are the changing education standards required to be competitive nationally and internationally. To

meet this challenge, fiscal policy would be built upon a broad base with the lowest possible rates to provide stability in the tax base and revenue stream, provide local government with the tools to generate adequate financial resources, yet equalize financial support among taxpayers, and assure the principle of uniform assessment. (prior to 1995, amended 2009)

S-34 — FOR-PROFIT ENTITIES OPERATING IN TAX-EXEMPT ZONES

NASB supports legislation to ensure equitable tax payments by for-profit business ventures operating on publicly owned or otherwise exempt property. (2003)

S-35 — FUNDING OF MANDATED PROGRAMS

NASB urges full funding by the state and federal governments at statutory levels of all programs, standards, activities, and services mandated to public schools and ESUs by the Legislature and Congress, and further urges that any unfunded mandates allow authority for supplementary appropriations or outside levy lid funding. (1997, amended 2012, 2017, 2019)

S-36 — FUNDING: SCHOOL DISTRICT INFRASTRUCTURE, SITE PURCHASES AND BUILDING OPERATING EXPENSES

NASB supports legislation that would provide an alternative to property taxes for financing facility development, maintenance, and operation. (2003)

S-37 — GENERAL FUND RESERVE LIMIT EXCEPTION

NASB supports legislation that would not allow school districts to be penalized or state aid to be adjusted, to a school disadvantage, when any type of error or correction is made in calculating the state aid formula. (1999, amended 2016)

S-38 — INCLUDING GIFTS, DONATIONS, OR FOUNDATION FUNDS AS RECEIVABLES

NASB opposes the inclusion of gifts, endorsements, donations, or foundation expenditures that are not regular operating expenses in the calculation of receivables in the state aid formula. (2000)

S-39 — K-12 SCHOOL TRUST LAND AND PERMANENT SCHOOL FUND

NASB opposes reduction of any assets of the school trust or diversion of the Permanent School Fund. (prior to 1995, amended 2010)

S-40 — LEGISLATION IMPLEMENTATION

NASB supports the concept that any legislative bill that limits financial resources, or requires additional financial resources,

YOUR NASB STANDING POSITIONS

106TH LEGISLATURE, 2ND SESSION

is done within a timeframe that will not negatively affect the school's ability to prepare their budget. (1997, amended 2015, 2017, 2019)

S-41 — LEGISLATIVE REVIEW OF STATUTORY DEADLINES

NASB urges legislative review of the conflicting mandatory deadlines that affect school revenues and expenditures. (2011)

S-42 — PROPERTY TAX REFORM/RELIEF

Any legislative discussion on property tax and distribution of state aid should include participation from school board and ESU board members. (2015)

S-43 — REVENUE REDUCTIONS FOR SCHOOL DISTRICTS AFFECTED BY PROPERTY VALUATION LOSSES

NASB supports legislation that would create a hold harmless effect for districts which experience a decrease in valuation. (2004)

S-44 — SCHOOL DISTRICT OPTIONS IN DEALING WITH LARGE, UNANTICIPATED REVENUES

NASB supports legislation giving school boards options in dealing with large, unanticipated revenue increases in order to minimize fluctuations in state aid. (2000)

S-45 — SPECIAL BUILDING FUND TAX LEVY EXCLUSION

NASB supports amending the Nebraska Statutes that address budgeting and spending lid restrictions to allow school districts the ability to utilize up to seven cents of the Special Building Fund tax levy outside of the budgeting and spending lid restriction so that districts can plan for and fund capital improvement projects, building repairs and upgrades, and school district infrastructure needs. (2007)

S-46 — STATE FUNDING SYSTEM

NASB supports a stable, predictable, equitable, and adequate statewide education funding system that honors the Legislature's commitment to provide for free instruction in the common schools of this state, as guaranteed by the Nebraska Constitution, by prioritizing education funding in the state budget, and that:

- Invests in the education of all Nebraska public school children;
- Establishes a state fund or funding mechanism that assists Nebraska public schools with the costs of maintaining and constructing facilities;
- Reduces our dependence on local property taxes by drawing revenue from multiple funding sources;
- Promotes the responsibility of locally elected school boards to make sound, transparent school budget decisions;
- Provides funding in a timely and predictable manner;

- Includes the principle of equalization;
- Funds the total excess allowable costs for special education and support services; and
- Recognizes that a long-term solution to education funding will require an ongoing, collaborative effort to execute a vision and strategic plan to grow and diversify our economy.

(1997, amended 2009, 2018)

S-47 — USE OF A UNIFORM VALUATION CALCULATION TO DETERMINE LOCAL RESOURCES AND STATE AID

NASB supports a property tax assessment system that utilizes uniform accounting practices to determine the property valuation number from which local and state officials can calculate both the local resources available to fund schools from property taxes, and the resulting calculation of state aid payments to school districts. (2003)

S-48 — VOUCHERS AND TAX CREDITS

NASB opposes any attempt to amend or circumvent the Nebraska and United States Constitutions to permit the use of public funds for the support, either direct or indirect, of schools not controlled by the public at large. NASB opposes any state or federal legislation allowing either tax credits or vouchers for children, or the parents or guardians of children attending nonpublic schools. (prior to 1995)

GOVERNANCE & STRUCTURE

S-49 — ACCOUNTABILITY

NASB believes that boards of education are accountable to students, parents, taxpayers, and employees for providing education programs, striving for education excellence, identifying education needs, adopting clearly defined written policies, measuring the success of instruction programs, and interpreting and disseminating information to the public through a public relations plan. (prior to 1995)

S-50 — ALLIED SCHOOLS

NASB opposes legislation that would mandate the formation of an allied system of school districts. (2014, amended 2016)

S-51 — AMEND OPEN MEETINGS ACT FOR EVALUATIONS

NASB supports legislation to allow boards to go into executive session to discuss superintendent evaluations and/or for the narrowing down of superintendent candidates. (2017)

YOUR NASB STANDING POSITIONS

106TH LEGISLATURE, 2ND SESSION

S-52 — AUTHORITY OF SCHOOL BOARDS

NASB supports the authority of boards of education to effectively govern and execute their statutory responsibilities. (1997, amended 2015)

S-53 — CHARTER SCHOOLS

NASB believes that any charter schools, or the like, involved with any aspect of K-12 education be authorized by a public school district, be located within the boundaries of such public school district and be accountable to the authorizing district for their student achievement, finances and operations. (1998, amended 2015)

S-54 — DUTIES OF SCHOOLS

NASB believes that the primary function of Nebraska schools should be the education of students and that the Legislature should be discouraged from placing duties on school districts which are not directly related to education. (prior to 1995)

S-55 — EDUCATIONAL SERVICE UNIT GOVERNANCE

NASB supports governance of ESUs by elected boards and supports local determination of specific mechanisms of that governance. (2005)

S-56 — EDUCATIONAL SERVICE UNIT REORGANIZATION

NASB supports the continuation of ESUs as an effective means of delivering educational services to school districts and their students. Any reforms would provide for a statutory hold harmless provision in the distribution formula for Core Service funding when an Equity Unit reorganizes with any other ESU, and must be mindful of ESUs' essential role of delivering direct services and being responsible to the local school districts they serve. (2004, amended 2005)

S-57 — INTERACTIVE REMOTE COMMUNICATION TECHNOLOGY (TELEVIDEO)

NASB urges the legislature to provide updated rules and procedures so patrons are able to readily testify at legislative hearings via televideo (interactive remote communication technology) on a regular, ongoing basis to allow for a more equitable opportunity for the public to participate in the legislative process. (2017)

S-58 — ORGANIZATION

NASB opposes legislation that would mandate consolidation of districts or administration. NASB favors cooperation between school districts as well as ESUs to remove all barriers and penalties to promote orderly and voluntary reorganization into more efficient governing and administrative units to best serve the educational needs of Nebraska's children. (prior to 1995, amended 2008, 2015, 2017, amended 2019)

S-59 — PERSONAL LIABILITY

NASB opposes unnecessary laws which make individual members of a governing board of a political subdivision personally liable for damage judgements which result from lawsuits filed against the political subdivision. (prior to 1995, amended 2015)

S-60 — RESTRICTION OF RESOURCES AND BOARD RESPONSIBILITIES

NASB supports legislation allowing local boards to function as elected officials and to continue to establish policies, including finance policies, as representatives of the constituents who elected them. (1997)

S-61 — SCHOOL ACTIVITIES

NASB supports direct involvement by boards of education in the governance and activities of the Nebraska School Activities Association. (prior to 1995)

S-62 — SCHOOL CALENDARS

NASB opposes state mandated uniform opening and closing dates for local school districts. (prior to 1995)

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-63 — ACTIVITY ASSIGNMENTS

NASB opposes legislation that would require a separate written employment contract for coaching or any other activity assignment that would require that a person be notified by a specified date of the termination of an assignment for the following year. (1999)

S-64 — COMPENSATION

NASB will support a concept of compensation for teachers which is not based solely upon the experience and education attainment of teachers as found on standard salary schedules. (1995)

S-65 — CRIMINAL BACKGROUND CHECKS

NASB supports legislation which would aid public schools and ESUs in obtaining criminal background history information on prospective and current employees, and personnel provided through any contract service provider or anyone working on school property. (1999, amended 2006)

YOUR NASB STANDING POSITIONS

106TH LEGISLATURE, 2ND SESSION

S-66 — EMPLOYEE BONUSES AND INCENTIVES

NASB supports legislation creating a comprehensive plan to recruit, retain and reward highly qualified individuals for teaching professions throughout the state, including offering incentives to encourage employees to sign a contract of employment. (2001, amended 2015)

S-67 — MEDICAL INSURANCE

NASB supports the concept of exploring alternatives to the costs of health insurance for the purpose of assuring the greatest allocation of our financial resources to education programs and services for children. (prior to 1995, amended 2003)

S-68 — RECOGNITION

NASB urges local school boards to develop and implement programs which recognize individuals for significant accomplishments and community service, experience, and competency. (prior to 1995, amended 2014)

S-69 — RETIREMENT

NASB supports legislation to assure a retirement system that is sound, adequate, and sustainable for school districts and ESUs. (prior to 1995, amended 2012)

S-70 — SCOPE OF BARGAINING

NASB believes negotiations with employees should be limited to matters of employee salaries and fringe benefits, and opposes any attempt to broaden the scope of negotiations to include matters of policy and management rights. (prior to 1995)

S-71 — STAFF DEVELOPMENT AND EVALUATION

NASB supports in-service training, enrichment programs, and continuing education for professional staff. Regular evaluations of performance, competency in the subject areas, and demonstrated ability to instruct or manage, in part as shown through student performance, should be conducted to promote professional growth. (1995)

STATE POLICY

S-72 — ADVISORY GROUPS

NASB requests that there be board of education representatives on all government commissions, councils, and committees which could have an impact on local school district policy or finance. (1995)

S-73 — CHOICE AND AFFILIATION

NASB supports the concepts of choice and affiliation among public schools as a means to maximize education opportunity. NASB believes any such program should result in the least amount of disruption and uncertainty for the affected school districts. (1995)

S-74 — CONSTITUTIONAL RIGHTS & RESPONSIBILITIES

NASB, and school board members, fully supports the U.S. Constitution and the rights and responsibilities embodied within it. NASB therefore supports education and behavior that teaches and models expression of these rights and responsibilities. (2009, amended 2015)

S-75 — CORPORATE SPONSORSHIPS IN SCHOOLS

NASB opposes restrictions on school districts' ability to exercise their best judgment in entering into corporate sponsorship agreements. (2004)

S-76 — EDUCATIONAL SERVICE UNITS

NASB supports Educational Service Units as an effective and efficient means to provide educational services to local school districts. ESUs should be responsible to the local school boards they serve. (1997)

S-77 — GUIDING THE P-16 EFFORT: 21ST CENTURY SKILLS

NASB urges state and local policymakers to forge a new working relationship in redesigning Nebraska's public education system for the 21st century, with a focus on improving student achievement and holding each level of the system accountable, from preschool through post-secondary education or training, in a manner that:

- a) Promotes multi-level communication and interaction between all P-16 partners to enhance student academic success;
- b) Offers all students a rigorous developmentally-appropriate curriculum designed to provide opportunities and choice, regardless of the post-secondary path they choose;
- c) Engages the assets of the full community;
- d) Utilizes data and technology to individualize education for students and to incorporate new learning into the design;
- e) Closes the achievement gap by focusing on quality teaching and learning opportunities;
- f) Implements standards-based education fully in a seamless curriculum, so one level of the system builds on the next and the end result is known and understood from the beginning;

YOUR NASB STANDING POSITIONS

106TH LEGISLATURE, 2ND SESSION

- g) Provides sufficient resources that are adequate and sustainable at every level of the system to meet the challenge, resisting unfunded or underfunded mandates; and
- h) Preserves the ability of local school boards and their communities to address local needs and challenges in a flexible manner using a variety of options.

(2009, amended 2016)

S-78 — INDEPENDENT SCHOOL DISTRICTS

NASB supports the independence of established PK-12 school districts and also supports the cooperation and equalization of opportunity among school districts within learning communities. NASB believes that any legislation introduced impacting school districts or learning communities should seek to give districts and learning communities equalized resources. Any legislation should also allow these independent districts to maintain their right to governance, district curriculum, and the allocation of resources. (2006, amended 2013)

S-79 — LOCAL CONTROL FOR PUBLIC PK-12 SCHOOLS

NASB believes public PK-12 systems should be organized to serve communities throughout Nebraska without arbitrary size limits or a single model, which would not fit our state's varied communities. NASB opposes legislating arbitrary size limits and will work to remedy such limits currently in statute. (2006, amended 2013)

S-80 — LOCAL DISTRICT ADVOCACY

NASB supports the right and obligation of local school districts to advocate for legislative action that impacts their individual interests. (1996)

S-81 — NDE AUTHORITY

NASB opposes attempts by the legislature to preempt the statutory authority of the Nebraska State Board of Education to be the policy-forming, planning and evaluative body for Nebraska schools. (2017)

S-82 — NONPUBLIC SCHOOLS STANDARDS

NASB believes that nonpublic schools should have the same state standards as the public schools, including school approval, accreditation, teacher certification and endorsement, and safety standards. (prior to 1995)

S-83 — POLICY LEADERSHIP & VISION ON THE FUTURE OF NEBRASKA'S PK-12 SCHOOLS

NASB supports efforts to bring policy makers of the executive and legislative branches, educators, school boards, learning community coordinating councils, and ESU boards, and citizens together to determine the best course for the future delivery of PK-12 education to the students of the state. NASB boards emphasize increasing student achievement through governance structures that are clear, efficient, and controlled by the local district. (2003, amended 2008, 2010, 2013)



2020 LEGISLATIVE ISSUES CONFERENCE

FEBRUARY 9-10 | CORNHUSKER MARRIOTT HOTEL LINCOLN

FINISHING STRONG IN THE SECOND HALF!

2020 NEBRASKA UNICAMERAL LEGISLATURE
Alphabetical List

Capitol Mailing Address: Senator _____
 District # State Capitol
 PO Box 94604
 Lincoln NE 68509-4604

As of 1/1/2020

Senator	District	Capitol Phone	Room	City
Albrecht, Joni	17	(402) 471-2716	1404	Thurston
Arch, John	14	(402) 471-2730	1306	La Vista
Blood, Carol	3	(402) 471-2627	1021	Bellevue
Bolz, Kate	29	(402) 471-2734	1015	Lincoln
Bostelman, Bruce	23	(402) 471-2719	1118	Brainard
Brandt, Tom	32	(402) 471-2711	1528	Plymouth
Brewer, Tom	43	(402) 471-2628	1101	Gordon
Briese, Tom	41	(402) 471-2631	1019	Albion
Cavanaugh, Machaela	6	(402) 471-2714	11 th Floor	Omaha
Chambers, Ernie	11	(402) 471-2612	1302	Omaha
Clements, Robert	2	(402) 471-2613	1120	Elmwood
Crawford, Sue	45	(402) 471-2615	1012	Bellevue
DeBoer, Wendy	10	(402) 471-2718	1114	Bennington
Dorn, Myron	30	(402) 471-2620	11 th Floor	Adams
Erdman, Steve	47	(402) 471-2616	1124	Bayard
Friesen, Curt	34	(402) 471-2630	1110	Henderson
Geist, Suzanne	25	(402) 471-2731	2000	Lincoln
Gragert, Tim	40	(402) 471-2801	11 th Floor	Creighton
Groene, Mike	42	(402) 471-2729	1107	North Platte
Halloran, Steve	33	(402) 471-2712	1022	Hastings
Hansen, Ben	16	(402) 471-2728	11 th Floor	Blair
Hansen, Matt	26	(402) 471-2610	2010	Lincoln
Hilgers, Mike	21	(402) 471-2673	2108	Lincoln
Hilkemann, Robert	4	(402) 471-2621	2028	Omaha
Howard, Sara	9	(402) 471-2723	1402	Omaha
Hughes, Dan	44	(402) 471-2805	1117	Venango
Hunt, Megan	8	(402) 471-2722	1523	Omaha
Kolowski, Rick	31	(402) 471-2327	1018	Omaha
Kolterman, Mark	24	(402) 471-2756	2004	Seward
La Grone, Andrew	49	(402) 471-2725	11 th Floor	Gretna
Lathrop, Steve	12	(402) 471-2623	1103	Omaha
Lindstrom, Brett	18	(402) 471-2618	2015	Omaha
Linehan, Lou Ann	39	(402) 471-2885	1116	Elkhorn
Lowe, John S., Sr.	37	(402) 471-2726	2011	Kearney
McCollister, John S.	20	(402) 471-2622	1017	Omaha
McDonnell, Mike	5	(402) 471-2710	2107	Omaha
Morfeld, Adam	46	(402) 471-2720	1008	Lincoln
Moser, Mike	22	(402) 471-2715	1529	Columbus
Murman, Dave	38	(402) 471-2732	1522	Glenvil
Pansing Brooks, Patty	28	(402) 471-2633	1016	Lincoln
Quick, Dan	35	(402) 471-2617	1406	Grand Island
Scheer, Jim	19	(402) 471-2929	2103	Norfolk
Slama, Julie	1	(402) 471-2733	11 th Floor	Peru
Stinner, John P.	48	(402) 471-2802	1004	Gering
Vargas, Tony	7	(402) 471-2721	1000	Omaha
Walz, Lynne	15	(402) 471-2625	1403	Fremont
Wayne, Justin T.	13	(402) 471-2727	1115	Omaha
Williams, Matt	36	(402) 471-2642	1401	Gothenburg
Wishart, Anna	27	(402) 471-2632	1308	Lincoln

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106th Legislature, 2nd Session

YOUR 2020 EDUCATION COMMITTEE

SEN. MIKE GROENE, CHAIR
SEN. TOM BREWER
SEN. RICK KOLOWSKI
SEN. LOU ANN LINEHAN
SEN. ADAM MORFELD
SEN. DAVE MURMAN
SEN. PATTY PANSING BROOKS
SEN. LYNNE WALZ

DURING SESSION, THE EDUCATION
COMMITTEE MEETS ON MONDAYS
AND TUESDAYS IN ROOM 1525 ON
THE 1ST FLOOR OF THE CAPITOL

LB 974 VIDEOS

1-on-1 w/ Sen. Linehan

<https://vimeo.com/385546457>

Deep-Dive w/ OpenSky

<https://vimeo.com/388506630>

STAY UP TO DATE WITH THE LATEST
ON ALL BILLS NASB IS FOLLOWING
& DOWNLOAD YOUR COPY OF THE
'ADVOCACY HANDBOOK' UNDER
THE GOVERNMENT RELATIONS TAB
OF WWW.NASBONLINE.ORG

SHARE YOUR STORY

KNOW YOUR DISTRICT'S DATA

UNDERSTAND THE DATA THAT WILL
MAKE A DIFFERENCE

NASB LEGISLATIVE TEAM

COLBY COASH, JOHN SPATZ,
MATT BELKA & VICKI WALTER-WINTERS

LB 974 HAS ADVANCED ... CALL TO ACTION!

LB 974 ... Change taxation and school funding provisions. The Revenue Committee's Priority Bill, was voted out of Committee on Wednesday 6-2, and is now likely to be heard on the floor of the Legislature next Wednesday or Thursday.

You've seen the bullet points. You have the deep-dive video links. You've run the numbers. You heard from the Senators both for, against and undecided at Monday's Legislative Issues Conference.

So What's Next? What's Next, Is We Need YOU!

Communicate with your Senators!

Communicate with your Community!

Come to Lincoln!

LB 974 is a bad bill that hurts schools. We need school board members contacting their senators to explain the negative impacts this bill will have on their districts.

If you are able to come to Lincoln next week when the bill is being heard to help pull Senators off the floor and explain that this is a bad bill for schools, let us know!

Our State Senators are asking to hear from their locally elected peers who have THE pulse on the community, that this is not the right bill to solve the property tax dilemmas facing our state. Here are just a few high-level reasons why.

- Funding for the proposal isn't sustainable, likely resulting in cuts to TEEOSA and other priorities
- The foundation aid component would flip our school funding formula on its head and result in less funding for schools that need it most.
- Many of the bill's elements will result in reduced and less stable revenues for schools.
- Eliminating the averaging adjustment would harm large, low cost-per-student schools by limiting how much they receive in state aid.
- Transition aid is only available for 3 years and isn't guaranteed for any school at any amount.
- Schools are already subject to tax and spending lids; LB 974 further limits local control.
- What happens when property valuations change?

*Please let us know if you're willing to come to Lincoln next week!
We can help facilitate your visit and get you in front of the right people.*

Stay up to speed on LB 974 and everything NASB is following, as well as those we support or oppose, when they're scheduled to be heard, and their current status at our bills page, located at:

<https://nasb.envisiams.com/legislative-bills>



School Improvement Plan

Ralston Middle School

Vision - *Using the power of positive relationships, the community of Ralston Middle School will work to foster life-long responsibility and resiliency in all students.*

Guiding Mantra

Responsibility. Resiliency. Relationships.

Collective Commitments

*Approach each day with a **positive** attitude.*

*Show **flexibility**.*

***Communicate** clearly, honestly, and openly.*

*Be **committed** to making yourself and others better.*

*Practice **patience** and **empathy**.*

*Be **engaged** in your learning.*

***Collaborate** as a team.*

*Respond to adversity with **resilience**.*



Goal #1 - To promote the five core social emotional learning competencies: self-awareness, self-management, responsible decision-making, relationship skills, social awareness

Strategy: Implement explicit instruction focused on social emotional learning

Data:

- Student Information Management System (SIMS) behavior reports
- HumanEX staff survey and student survey
- Positive Behavioral Interventions and Supports (PBIS) student connectedness survey
- Devereux Student Strengths Assessment (DESSA) mini-screener

Action Step(s)	Timeline		Responsible Parties
<i>Explore social emotional learning (SEL) curriculum</i>	2019	2020	RPS / RMS SEL Committee
<i>Implement SEL curriculum</i>	2020	2024	All Staff
<i>Develop Tier 2 supports within MTSS (Multi-Tiered Systems of Support)-SEL framework</i>	2019	2024	All Staff
<i>Identify data points to determine where intervention is needed</i>	2019	2024	All Staff

Goal #2 - To improve academic achievement as measured by the NWEA MAP Assessment in both Reading and Math:

- 65% of students will achieve projected growth
- School Growth Conditional Index will be 0.35 or greater (Projected Growth v. Observed Growth)

Strategy: Implement a professional learning community framework that supports student learning

Data:

- An average of 57% of students met or exceeded reading growth from 2014-2019
- An average of 58% of students met or exceeded math growth from 2014-2019
- An average of 0.090 School Growth in reading from 2014-2019
- An average of 0.313 School Growth in math from 2014-2019

Action Step(s)	Timeline		Responsible Parties
<i>Develop a shared vision, guiding mantra and collective commitments</i>	2019	2020	All Staff
<i>Adjust the bell schedule to help support grade level standard mastery</i>	2020	2024	All Staff
<i>Identify and unpack priority standards within each content area</i>	2019	2024	All Staff
<i>Utilize professional learning community collaborative team meetings to review student assessment data and identify curricular resources to best meet the needs of students</i>	2019	2024	All Staff
<i>Provide staff development to promote a healthy professional learning community within the building.</i>	2019	2024	All Staff



Ralston High School Registration Handbook

Graduation Requirements & Registration Information for the **2020-2021 Academic Year**

Ralston High School
8969 Park Drive Ralston, NE 68127
(402) 331-7373

Mrs. Jesse Tvrdy, Principal



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Dear Parents and Students

The Ralston High School administration and staff have made it a goal to facilitate the development of curricular and co-curricular programs which result in high levels of student engagement, reflect student needs and interests, integrate technology to achieve program goals, and enable students to understand and appreciate diverse cultures. We are a comprehensive high school offering classes and activities to meet the needs and interests of all students.

This handbook has been prepared to provide specific information about the educational programs we offer, including descriptions for more than 150 course offerings. Parents are encouraged to examine each offering with their student and assist with class selections.

Please give careful consideration to each course selected as we identify our staffing needs, textbook purchases, and facility needs for the upcoming year based on requests and registrations for each class.

Graduation requirements are given on the next few pages. Please note that these are *minimum* graduation requirements. We also outline recommended minimum requirements for students who plan to apply to college. Our staff offer many opportunities so our students are able to graduate with more than the minimum credits required. To that end, students are expected to register for 80 credits per year. Now is the time to take advantage of your free education opportunities!

Ralston High School is committed to helping all students plan and prepare for educational opportunities after graduation. Should you have questions or concerns, which are not addressed in this handbook, please feel free to contact any member of our staff for assistance.

Sincerely,

Jesse Tvrdy, Principal

GRADUATION REQUIREMENTS FOR CLASSES:

	<u>Credits</u>
1. <u>English (EN)</u> : 35 credit hours (Must pass Eng. 1, Eng. 2, Eng. 3 and Composition)	35
2. <u>Oral Communication (OC)</u> : 5 credit hours	5
3. <u>Social Studies (SS)</u> : 30 credit hours (Must pass World Civilization, U. S. History and American Government)	30
4. <u>Mathematics (MA)</u> : 30 credit hours (Including 10 above Pre-Algebra level.)	30
5. <u>Science (SC)</u> : 30 credit hours (Including at least 10 from a life science & 10 from a physical science.)	30
6. <u>Physical Education (PE)</u> : *20 credit hours (Must pass Health & Wellness and Fitness & Swim Foundations)	20
7. <u>Fine Arts (FA)</u> : 10 credit hours Art Drama Music	10
8. <u>Career Education (CE)</u> : 25 credit hours (Must pass Personal Finance, and Career Exploration) Business, Marketing & Management Communication & Information Technology Health Sciences Human Sciences & Education Skilled & Technical Sciences	25
9. <u>Elective Courses (EL)</u> : 55 credit hours World Language Journalism Miscellaneous Elective Courses	55

MINIMUM CREDIT HOURS REQUIRED TO GRADUATE

240

In addition, students must complete 10 hours of Service for Others for each year of attendance at RHS before being awarded a Ralston High School graduation diploma.

COLLEGE-PREP REQUIREMENTS FOR CLASSES:

	<u>Credits</u>
1. <u>English (EN)</u> : 40 credit hours	40
2. <u>Oral Communication (OC)</u> : 5 credit hours	5
3. <u>Social Studies (SS)</u> : 40 credit hours (Must pass World Civilizations, U. S. History and American Government)	40
4. <u>Mathematics (MA)</u> : 40 credit hours (Must include Algebra II or Algebra II/Trig)	40
5. <u>Science (SC)</u> : 30 credit hours (Chemistry is recommended)	30
6. <u>Physical Education (PE)</u> : *20 credit hours (Must pass Health & Wellness and Fitness & Swim Foundations)	20
7. <u>Fine Arts (FA)</u> : 10 credit hours Art Drama Music	10
8. <u>Career Education (CE)</u> : 25 credit hours (Must pass Personal Finance, and Career Exploration) Business, Marketing & Management Communication & Information Technology Health Sciences Human Sciences & Education Skilled & Technical Sciences	25
9. <u>World Language</u> : 20 credit hours in the same language	20
10. <u>Elective Courses (EL)</u> : 10 credit hours World Language Journalism Miscellaneous Courses	10
MINIMUM CREDIT HOURS REQUIRED TO GRADUATE	240

In addition, students must complete 10 hours of Service for Others for each year of attendance at RHS before being awarded a Ralston High School graduation diploma.

Recommended Academic Plan

Students are expected to enroll for 80 hours of credit per year, the equivalent of 4 classes per day.

Students must earn 60 credits per year to remain on track toward graduation.

* = College Prep program

Empty fields must be filled with courses of choice that meet graduation requirements and post-secondary planning goals.

Grade 9			Grade 10			Grade 11			Grade 12		
		Credits			Credits			Credits			Credits
English		10	English		10	English		10	*English	*English	10
Math		10	Math		10	Math		10	*Math		10
World Civilization		10	U.S. History and/OR Am Gov.		10	Am Gov.	AP Social Studies or Social Studies	10	*Social Studies &/or Science		10 / 20
Biology		10	Chem/Phys 1 OR Chemistry AR		10	Science	Science	10	Interns hip	Academy	
Health & Wellness	Fitness / Swim	10	Composi- tion	Career Explora- tion	10	Personal Finance	Speech or Oral Comm	10			
*World Languages		10	*World Languages		10						

Total Credits 9th _____(80)

Total Credits 10th _____(80)

Total Credits 11th _____(80)

Total Credits 12th _____(80)

Total = _____(240)

DEFINITIONS:

Advanced Placement (AP): The Advanced Placement Program provides college level coursework in various subject areas to motivate and challenge high school students. Through these courses and their corresponding AP exams, students can earn college credit or placement while still in high school. Students may take any AP test available, regardless of courses completed/course title. AP courses are weighted for the purpose of calculating GPAs.

Advanced Rank (AR): Classes labeled "AR" are designed for students who are planning to attend four-year colleges. Advanced rank classes are offered in nearly every content area. These courses are demanding, so students should expect to spend time during summer and/or winter break preparing for the course.

Class Rank: Class Rank will be determined by the weighted Grade Point Average (GPA) of students and will be utilized by RHS for the purpose of graduation recognition and honors. GPA's are placed in a high-to-low numerical order, resulting in a ranking of all students for that grade. Combined Rank is a high-to-low listing of students' weighted GPA multiplied by total mark points attempted. ACT RAnk (ACRS: Academic Class Ranking System) is a high-to-low listing of students' ACT score + unweighted GPA x 9 + (earned credits/semesters). Weighted GPA Rank (SCRS: Scholastic Class Ranking System) is a listing of students' weighted GPA in a high-to-low numerical order. Weighted GPA is computed by dividing a students' total mark points by the number of credits attempted.

Course Change Policy: Because of the time spent with the Individual Learning Plans and the focus spent on planning for a career, there are only a few ways a schedule will be changed after students' registrations are received: if there is an irresolvable conflict caused by the master schedule; if there was an "F" in the specific curriculum area on the previous report card; if a student picks up an approved class from Metro, UNO, or an internship; or if a student is scheduled with a teacher from whom he/she previously earned an "F" for the course being repeated. Students' schedules will not be changed to get a release period or to leave early for work. Any other requests need to be directed to the counseling department **prior to August 1**. After August 1, consideration will be given only to students who are academically misplaced. In rare circumstances during the semester, parents may wish to drop their son/daughter from a class against the counselor and/or administration's educational recommendations. These students will be dropped with a "WF" for the course grade. There will be a 2 day window at the start of each term to make necessary adjustments to schedules.

Credit: Points earned toward graduation requirements for successfully meeting course objectives. Credit is awarded at the conclusion of each term as a result of earning a grade of D or higher. Credit is not awarded for repeating a course for which credit has already been earned, unless otherwise noted.

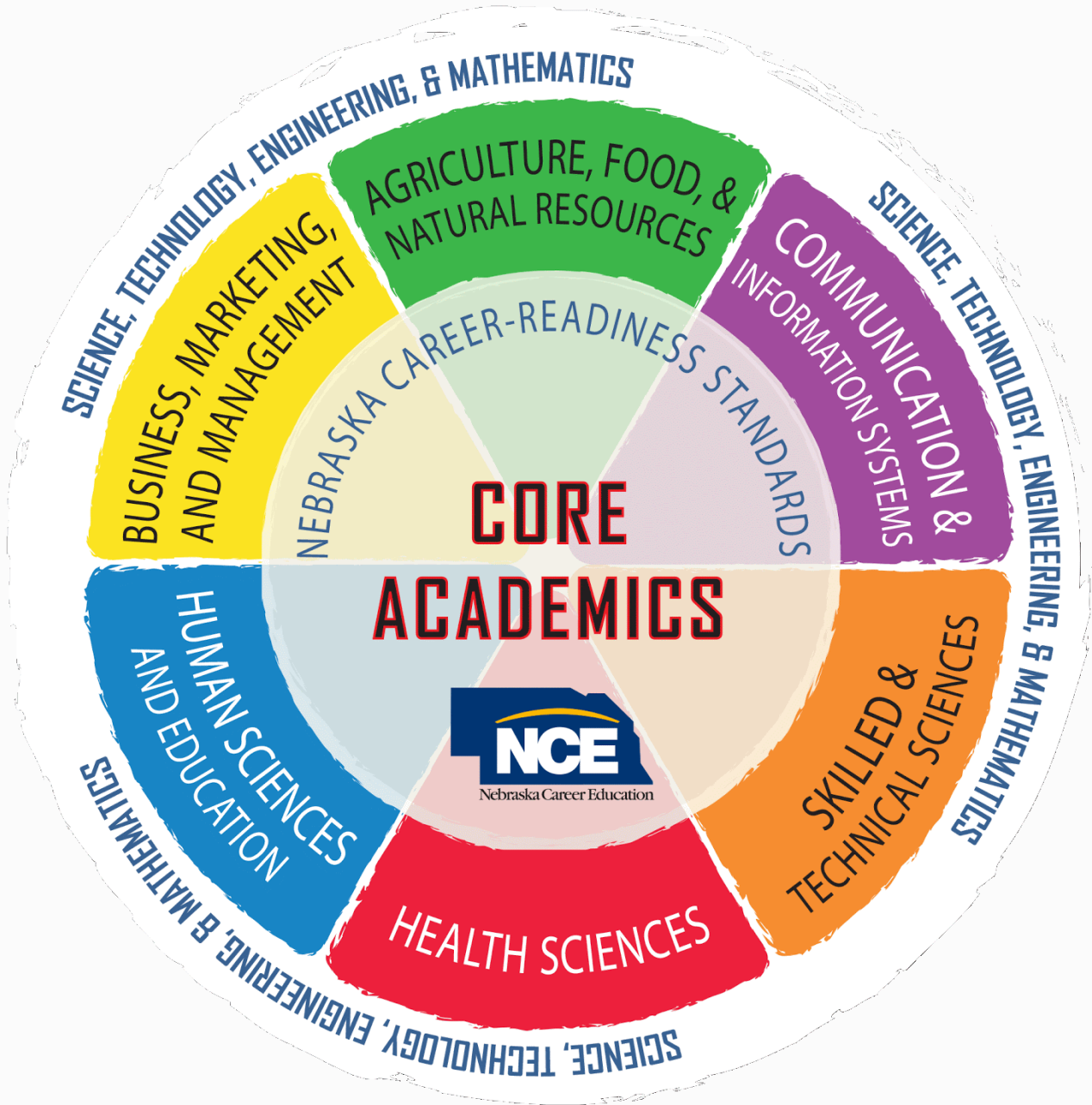
Dual Credit: Several courses in this guide may earn students simultaneous credit in high school and at a postsecondary institution, depending on staff qualifications. In order to earn the credit, the student needs to work with his/her counselor, have a 3.0 GPA and pay the enrollment fee for the college credit. Dual credit courses offered at RHS are weighted for the purpose of calculating GPAs. Other courses offered at accredited colleges and universities that are not offered at RHS may receive dual credit. Credit for these courses *must be* **pre-approved** by the high school administration.

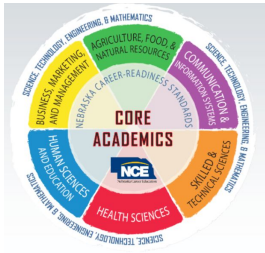
Grade Point Average (GPA): Most courses are graded on an A-F basis. Some courses are graded on a satisfactory/unsatisfactory (pass/fail) basis. A grade of "F" or unsatisfactory/fail in a course means there have been no credits earned for that course. The Ralston High School Mark Point Table is shown below and an example of how a student's Grade Point Average (GPA) can be determined for a single semester.

Individual Learning Plan (ILP): Students will create a 4-year graduation plan prior to entering RHS and review that plan as part of their registration process each year during a meeting with their advisor and/or counselor. That meeting is referred to as an ILP meeting.

Marked Point Average (MPA) Rank (official RHS GPA system): MPA is a weighted GPA, computed by dividing a student's total weighted mark points by the number of credits attempted.

Mark Point Table			Example: Determining a Student's Grade Point Average				
Grade Earned	Weighted AP/AR Class	Unweighted Class	Course	Grade	Credits	Mark Point Value	Mark Points
A	5 Mark Points	4 Mark Points	Spanish 3	B	5	times 3	equals 15
B	4 Mark Points	3 Mark Points	US History	C+	5	times 2	equals 10
C	3 Mark Points	2 Mark Points	Geometry	C	5	times 2	equals 10
D	2 Mark Points	1 Mark Point	Biology	B	5	times 3	equals 15
F	0 Mark Points	0 Mark Points	English 2 AR	A-	5	times 5	equals 25
Pass/Fail	Not Computed	Not Computed	Homeroom	P	.25	Not computed in GPA	
For further information please refer to the RHS Student Handbook or see your counselor.			Total Credits	Earned	25.25	Total Mark Points	75
				Attempted	25		
			75 Mark Points divided by 25 Credits Attempted = 3.00 GPA				





ENGLISH

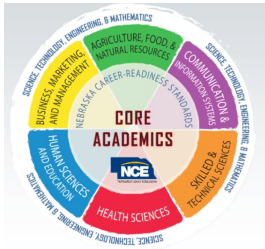
All courses apply to the English Graduation Requirements, unless otherwise noted.

Thirty-five (35) credit hours are required, including an English 1, English 2, English 3, and Composition.

COURSE	CREDITS	PREREQUISITE	COMMENTS
ELL Sheltered English 1 #EN11	10	Teacher recommendation	A comprehensive language arts course that encompasses writing, speaking, grammar usage and literature survey of a variety of genres including poetry, short stories, non fiction, drama and novels. Typical literature units include: <i>Of Mice and Men, Romeo & Juliet, and The Odyssey</i> . This course is exclusively for ELL students.
English 1 #EN10	10	None	A comprehensive language arts course that encompasses writing, speaking, grammar usage, ACT grammar and research skill building, and literature survey of a variety of genres including poetry, short stories, nonfiction, drama, and novels. Typical literature units include, but are not limited to: <i>Of Mice and Men, Romeo and Juliet and The Odyssey</i> .
English 1 AR #EN12	10	Assigned reading	Similar content as English 1 but is for students with above-average English skills and motivation who wish to be challenged by studying literature and writing intensely and at an accelerated pace. Typical literature units include, but are not limited to: <i>The Odyssey, Romeo and Juliet, To Kill a Mockingbird, and Animal Farm</i> .
English 2 #EN20	10	English 1	A comprehensive language arts course that encompasses writing, speaking, ACT grammar usage and literature survey of a variety of genres including poetry, short stories, nonfiction, drama, and novels. Typical literature units include (but are not limited to) <i>Lord of the Flies, Things Fall Apart,, A Raisin in the Sun, and Macbeth</i> .
English 2 AR #EN21	10	English 1 & assigned reading	Similar content as English 2 but is for students with above-average English skills and motivation who wish to be challenged by studying literature and writing at an accelerated pace. The curriculum places an emphasis on nonfiction writing and literary analysis, and includes works such as <i>Things Fall Apart, A Raisin in the Sun, Brave New World and Macbeth</i> .

COURSE	CREDITS	PREREQUISITE	COMMENTS
English 3/American Literature #EN30	10	English 2	A comprehensive experience exploring selections from major periods in American literary history including works such as: <i>The Crucible</i> , <i>The Absolutely True Diary of a Part-Time Indian</i> , <i>The Things They Carried</i> , <i>The Great Gatsby</i> , <i>The Narrative of the Life of Frederick Douglass</i> , and various essays and poetry. Persuasive writing and literary analysis are the focus for writing instruction.
English 3/ American Lit AR #EN32	10	English 2 & assigned reading	A comprehensive American literature course for students with superior English skills and motivation who wish to be challenged by studying intensely and at an accelerated pace. A comprehensive literature experience exploring selections from major literary periods in American history, including the following: <i>The Crucible</i> , <i>The Narrative of the Life of Frederick Douglass</i> , <i>The Great Gatsby</i> and <i>The Things They Carried</i> , various essays and poetry appropriate to the corresponding time periods. Persuasive writing and literary analysis are the focus for writing instruction.
Contemporary Literature #EN40	5	Any English 3 class	Contemporary literature is an elective course designed for seniors who have completed required English courses and choose to continue their literary education and development as readers. Books for this course have been selected to encourage students to read literature as a way to personally and critically engage with the world around them and to become lifelong readers.
World Literature #EN41	5	Any English 3 class	For seniors with average to above-average work in American Literature. This is a comprehensive literature class that focuses on the works of writers from other countries.
Technical Writing #EN42	5	Any English 3 class	Students develop rhetorical knowledge; practice critical reading, thinking, and writing; and use a writing process to draft, revise, and edit technical documents for career readiness. Units include rhetorical awareness and workplace documents, technical description, technical instructions and directions, and short reports. Possible Dual Credit Opportunity (Previously Reading and Writing for Career)
AP English 4/Composition AR #EN43	10	Composition, English 3 & assigned reading	AP English 4/Composition AR is a college-level course designed to prepare students for the reading and writing they will do in future academic settings. The reading selections, films, concepts, and supplemental materials are rich and challenging, and the pace of the class is intense and demanding. In addition to dozens of poems, short selections, and critical articles, students will read up to eight major works. Students will also be encouraged and expected to connect the course materials to the world around them. Students will be expected to engage in mature critical reading, writing, and discussion that will help them develop skills necessary for their future academic and intellectual endeavors. Students will prepare for the AP English exams. Students should expect to pay for the AP English exam offered in May or the dual credit option when registering for this course. Possible Dual Credit Opportunity

COURSE	CREDITS	PREREQUISITE	COMMENTS
Composition #EN50	5	English 1	Required of all students. Students will enroll for this course during their 10 th grade year.
Creative Writing AR #EN52	5	English 1, English 2, and composition	For students who are interested in an intense writing atmosphere, building a writing portfolio, developing skills in revision, independent thought, and collaboration on an in-class publication. Special emphasis is given to creative and personal writing, seeking publication, and written oral feedback from other writers. This course will <u>not</u> fulfill the RHS composition graduation requirement. Possible Dual Credit Opportunity



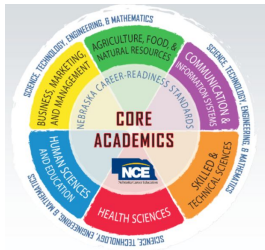
ORAL COMMUNICATIONS

The following courses apply to the Oral Communications Graduation Requirement. Five (5) credit hours are required.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Speech Communication #OC04	5	None	Required course where students analyze and practice a variety of speaking and listening skills.
Introduction to Mass Communications #OC06	5	None	This course explores the production, distribution, and impact of mass media texts. Introduction to Mass Media is a prerequisite course for Yearbook 1 and fulfills the Oral Communications graduation requirement.
Debate #OC07	5	None	Students will discuss, research, think and argue about topics sponsored by the National Speech and Debate Association. Students will debate a variety of timely topics regarding current events and moral/philosophical questions. Students will be encouraged to participate in tournaments outside the school day as a member of the RHS Debate Team.

JOURNALISM

Yearbook 1 #EL54	10	OC06	For motivated students interested in journalism, photography, and graphic design. Because students will be producing Ralston High School's yearbook, this course requires work outside of regular class time.
Yearbook Staff AR #EL55	10	EL54	For motivated students interested in journalism, photography, and graphic design. Because students will be producing Ralston High School's yearbook, this course requires work outside of regular class time. Students will be expected to take on greater responsibilities, including editing, marketing, and selling yearbook ads. This course may be repeated multiple years for elective credit.



SOCIAL STUDIES

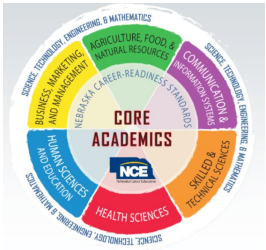
All courses apply to the Social Studies Graduation Requirements, unless otherwise noted.

Thirty (30) credit hours are required, including World Civilization, a US History, and American Government.

COURSE	CREDITS	PREREQUISITE	COMMENTS
World Civilization #SS25	10	None	A <i>required class</i> for students in the graduating classes of 2021 and beyond. This course is recommended for 9th grade year. This course provides students with a survey of world history from the medieval period to the present. While it exposes them to a broad view of world events, the focus of this course is to provide students with an understanding of the geography, events, people, ideas, and institutions which have contributed to the modern world.
U.S. History #SS10	10	None	U.S. History is a <i>required course</i> . SS10 is an option to fulfill the credit requirement for U.S. History. This is a survey class that examines American History from 1900 to the present.
AP U.S. History AR #SS12	10	None	U.S. History is a <i>required course</i> . SS12 is an academically rigorous option to fulfill the credit requirement for U.S. History and can be taken in addition to SS10. The major purpose of this class is to prepare students for the AP U. S. History exam for college credit. Students should expect to

			either pay for completing the AP exam or dual credit option when registering for this course. Possible Dual Credit Opportunity
American Government #SS15	5	None	A <i>required</i> course that consists of an in-depth study of the Constitution, the interactions of federal, state, and local governments, presidents, and Supreme Court cases. This course is recommended for 11th or 12th grade year.
Economics #SS16	5	None	Economics is the study of making choices on how to use limited resources. This course includes study of both micro and macroeconomics and includes topics such as the banking system, stock market, international trade, and fiscal and monetary policy. Emphasis is placed on information that is relevant and useful to the student.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Intro to Criminal Justice #SS17	5	None	This course is an overview of the history, development, and philosophies of crime control in a democratic society. It examines the 3 main components of the criminal justice system including the police, the courts, and correctional agencies. This course also includes a variety of guest speakers from various components of the justice system.
Ethnic Perspectives #SS18	5	Juniors & Seniors only	A psychological, sociological and historical look at minorities and women in the United States. Due to mature discussion topics, this course is reserved for junior or senior students. A field experience is required outside of the school day to explore diversity.
Modern Concepts #SS26	10	None	An in-depth analysis of modern American History with an emphasis on relating historical concepts to today's events. Units of study include the Kennedy Administration, the Kennedy assassination, Vietnam, Watergate, Ford through Bush Administrations, and Terrorism.
AP Psychology AR #SS28	10	None	AP Psychology is an academically rigorous course focused on the study of how the mind and body work together. Students should expect to pay for and complete the AP Psychology exam option when registering for this course.



MATHEMATICS

All courses apply to the Math Graduation Requirements, unless otherwise noted. Thirty (30) credit hours are required.

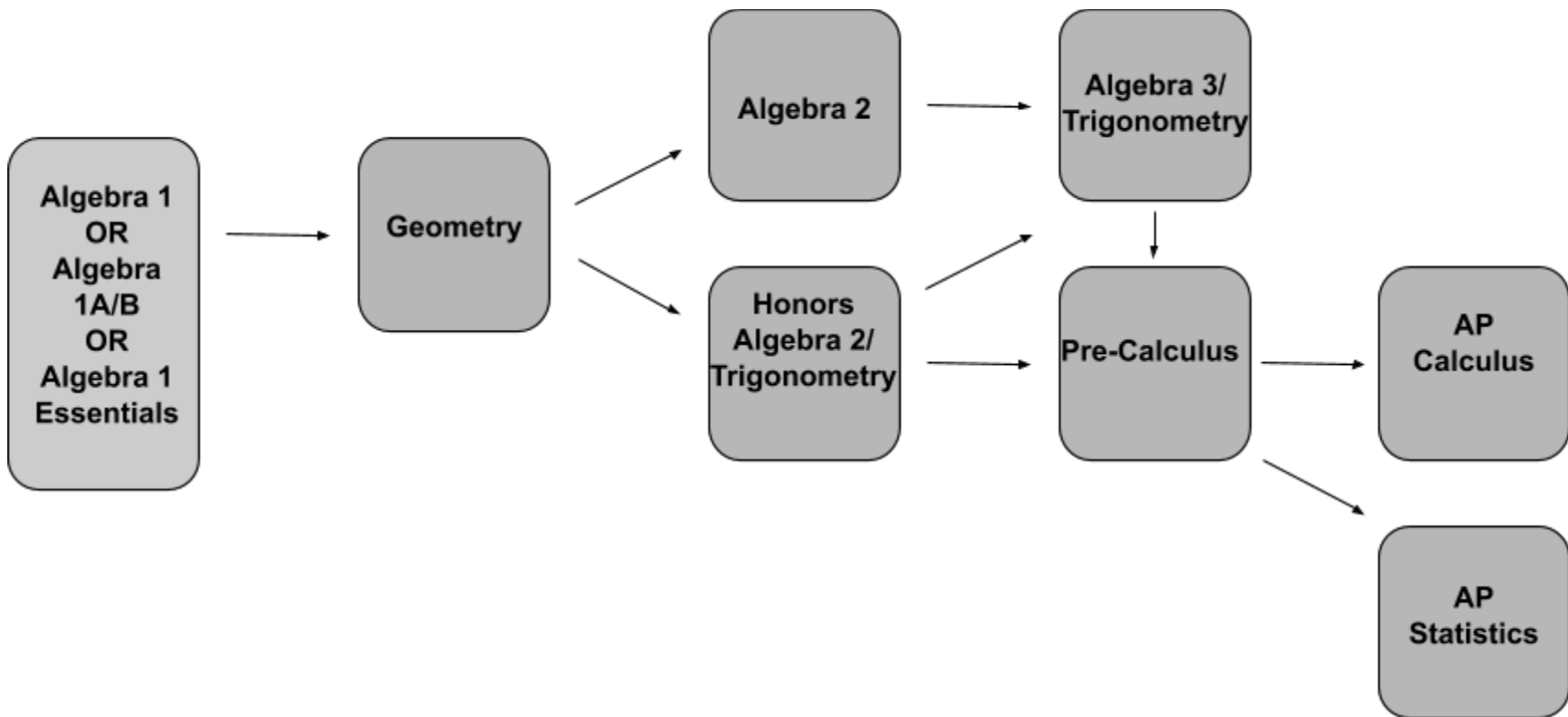
COURSE	CREDITS	PREREQUISITE	COMMENTS
Algebra 1 #MA07	10	None	Concepts include solving, graphing, and writing linear and quadratic functions, exponents and radicals, and data analysis.
Algebra Support #EL20	5	Teacher recommendation	This course provides support for students enrolled in Algebra 1 with foundational algebraic concepts. This course is taken concurrently with Algebra 1.
Algebra 1 Essentials #MA02	10	Teacher recommendation	This course is designed to focus on concepts include solving, graphing, and writing linear and quadratic functions, exponents and radicals, and data analysis, as well as foundational math skills.
Geometry #MA09	10	Algebra 1	Learn the properties and mathematics of 2 & 3 dimensional shapes. Concepts include logic and proofs, parallel and perpendicular lines, polygons and circles, congruence and similarity of figures, perimeter, area, and volume, and right triangle trigonometry.
Algebra 2 #MA10	10	Algebra 1, Geometry	Algebra 2 is designed to develop advanced Algebra skills. Topics include equations and inequalities, linear, quadratic, and polynomial functions, exponential and logarithmic functions, rational functions, and the study of complex number systems.

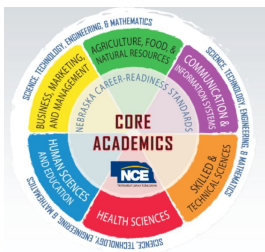
COURSE	CREDITS	PREREQUISITE	COMMENTS
Honors Algebra 2/Trig AR #MA11	10	Algebra 1, Freshman Geometry,	Develop advanced Algebra skills at a more rapid pace to include the study of right triangle trigonometry, trigonometric functions and applications.
Algebra 3/Trig #MA12	10	Algebra 2 or Algebra 2/Trig	Develop college algebra and trigonometry skills. Study polynomials, exponential and logarithmic functions, and the fundamental trigonometric identities.
Pre-Calculus AR # MA13	10	Algebra 2/Trig or Algebra 3/Trig	A study of a variety of functions including polynomials, exponential, logarithmic and trigonometric functions to prepare for Calculus. A graphing calculator is required.** Possible Dual Credit Opportunity
AP Calculus AB AR # MA14	10	Pre-Calculus	A study of differentiation and integration. Students should expect to pay for completing the AP Calculus exam or dual credit option when registering for this course. A graphing calculator is required.**
AP Statistics AR #MA15	10	Pre-Calculus	A study of probability and statistics. Students should expect to pay for completing the AP Statistics exam or dual credit option when registering for this course. A graphing calculator with statistics software is required**.
MCC Modular #MA16 - MA19	10	Seniors Only; Register with a School Counselor	Students may dual enroll in math for high school and Metropolitan Community College credit through modular coursework facilitated at RHS. These courses earn pass/no pass high school credit toward high school graduation requirements <i>and elective credit</i> at MCC that prepare students for math-credit-bearing college coursework. Students have the opportunity to complete the following MCC courses in this modular program: MATH 0910 - Pre-Algebra MATH 0930 - Intermediate Algebra Part 1 MATH 0931 - Intermediate Algebra Part 2 MATH 1315 - College Algebra
MCC Modular Business Math #MA20 MCC #MATH 1220	10	Seniors Only; Register with a School Counselor	Students may dual enroll in math for high school and Metropolitan Community College credit through modular coursework facilitated at RHS. Students who complete this module earn pass/no pass math credit toward high school graduation requirements <i>and math credit toward SELECT business degree occupational programs through MCC</i> . It is the student/parent responsibility to ensure whether this course meets the intended degree program desired through MCC.

COURSE	CREDITS	PREREQUISITE	COMMENTS
MCC Modular Technical Mathematics #MA21 MCC #MATH 1240	10	Seniors Only; Register with a School Counselor	Students may dual enroll in math for high school and Metropolitan Community College credit through modular coursework facilitated at RHS. Students who complete this module earn pass/no pass math credit toward high school graduation requirements and math credit toward SELECT industry related occupational degree programs through MCC . It is the student/parent responsibility to ensure whether this course meets the intended degree program desired through MCC. Students in the RHS Automotive Academy are encouraged to enroll in this course, as are students who are completing programs of study in construction and manufacturing.

****Math Supplies:** A graphing calculator for Precalculus or Calculus may be checked out or purchased independently.

Math Course Sequence for Students:





SCIENCE

All courses apply to the Science Graduation Requirements, unless otherwise noted.

Thirty (30) credit hours are required. These credits must include Biology (10 credits), Chem 1 (5 credits), and Physics 1 (5 credits).

LIFE SCIENCES

COURSE	CREDITS	PREREQUISITE	COMMENTS
Biology #SC02	10	None	A lab based general biology course. Topics include: cell biology, genetics, evolution, and ecology. (Previously Life Science)
AP Biology AR #SC04	10	SC02 SC08	Recommended for highly motivated students with an interest in advanced study in science. Topics covered include Chemistry of Life, Cell Biology, Cellular Division, Molecular Genetics, Mendelian Genetics, Evolution, and Ecology. Additionally, students should expect to either pay for completing the AP exam or dual credit option when registering for this course. Possible Dual Credit Opportunity.
Human Anatomy & Physiology AR #SC05	10	SC02 SC08	For students participating in a college preparatory program and interested in Health Science and/or Agriculture, Food and Natural Resource Career fields. Students will study the structure and function of the human body and body systems. Possible Dual Credit Opportunity.

PHYSICAL SCIENCES

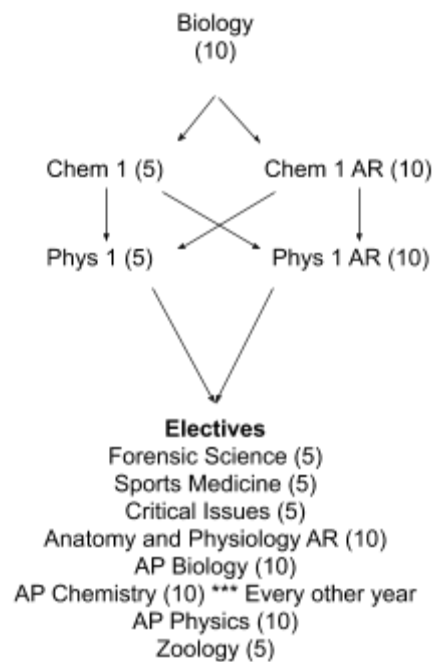
COURSE	CREDITS	PREREQUISITE	COMMENTS
Chemistry 1A #SC07	5	None	The study of the structure of atoms, structure and properties of matter, and chemical reactions. Students will develop the ability to think and act in ways associated with scientific inquiry.
Physics 1A #SC08	5	None	The study of motions and forces, conservation of energy and increase in disorder, and interactions of energy and matter. Students will develop the ability to think and act in ways associated with scientific inquiry.

Chemistry 1 AR #SC10	10	SC02 Chem/Phys 1 or Chemistry MA04	Traditional algebra-based chemistry course. Central themes will involve atomic structure, properties of matter, chemical reactions, stoichiometric calculations.
*AP Chemistry AR #SC11	10	Chem/Phys 1 or Chemistry SC10 Phys 2 MA10	An in-depth extension of Chemistry, which will include the following topics; reaction rates, thermochemistry, electrochemistry, equilibrium, and organic chemistry. Students should expect to pay for and complete the AP exam when registering for this course. Possible Dual Credit Opportunity.
Physics 1 AR #SC12	10	Chem/Phys 1 or Chemistry MA11 or MA12	Traditional algebra-based physics course. Central themes will involve a deeper investigation into forces and motion, energy, momentum, waves, sound, light and optics. This class will be available in 2019-2020.
AP Physics AR #SC13	10	Physics AR	AP Physics emphasizes Newtonian Mechanics, Rotational Dynamics, and Electricity. Students should expect to pay for and complete the AP exam when registering for this course. Possible Dual Credit Opportunity.

ELECTIVE SCIENCE COURSES

COURSE	CREDITS	PREREQUISITE	COMMENTS
Critical Issues in Science #SC14	5	SC02 Chem/Phys 1 or Chemistry	Using current events, this course focuses on world and local issues that affect students' everyday lives related specifically to areas of science. Topics covered can be related to life science, physical science, or earth science, based on events that are occurring. Students work using a variety of source materials in order to better understand the world around them and how it works.
Forensic Science #SC15	5	SC02 Chem/Phys 1 or Chemistry	Forensic Science is the application of science (chemistry, physics, and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. Topics which may be covered include fingerprinting, fiber analysis, ballistics, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples.
Sports Medicine #SC16	5	SC02 Chem/Phys 1 or Chemistry	This course provides students with a general overview of athletic training, sports medicine and its history. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. Field experience outside of class time with Ralston High School's Certified Athletic Trainer is required.

Zoology #SC06	5	SC02	Zoology courses provide students with an understanding of animals, the niche they occupy in their environment or habitat, their life cycles, and their evolutionary relationships to other organisms. This course will also help students develop an awareness and understanding of biotic communities. Emphasis will be on vertebrates, including humans.
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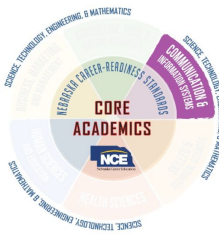
PHYSICAL EDUCATION

All courses apply to the Physical Education Graduation Requirements, unless otherwise noted. Twenty (20) credit hours are required, including Health & Wellness (FLE) and Fitness & Swim Foundations. All classes except Health & Wellness will have a thirty-minute fitness component.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Health & Wellness #PE01	5	None	<i>Required</i> basic wellness course. This class covers information that will help students progress through life and covers topics such as harassment, healthy choices and behaviors, nutrition, injury prevention, drug/alcohol education, reproduction, pregnancy and STI education. Parents concerned by this course content are encouraged to read the "Parent/Guardian Option to Remove" section of the RHS student handbook. (Previously Health & Wellness course #PE01)
Fitness & Swim Foundations #PE02	5	None	<i>Required.</i> This course includes water survival skills, basic drown proofing techniques, stroke instruction, and aquatic activities. It also introduces students to the foundations of physical fitness and equips them with the knowledge and skills necessary to design a fitness program. Students will assess their personal fitness levels, create an improvement plan, set activity and fitness goals, participate in a variety of physical activities, and utilize current technology to help monitor progress toward meeting their goals.
Aerobic Training #PE04	5	None	This course is designed to introduce students to the skills necessary to perform cardiovascular activities, flexibility and muscular endurance exercises. Students will participate in a wide variety of aerobic activities including (but not limited to) resistance training, crossfit exercises, low-impact aerobic training, and flexibility exercises and activities. The course can be repeated for credit.
Team Games #PE05	5	None	This course is designed to teach a variety of rules, skills, fundamentals, and strategies in multiple team activities. The content will promote a healthy, active lifestyle while emphasizing safety, sportsmanship, and teamwork. Students will also be offered coursework and experience to officiate in a variety of sports. The course can be repeated for credit.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Aquatic Fitness & Activities #PE06	5	PE01 and PE02	This course is designed for the advanced swimmer and includes the benefits of fitness swimming and its impact on lifetime health. Students will learn advanced techniques and fitness concepts to integrate into individualized aquatic fitness programs and <i>may</i> include an introduction to scuba diving and PADI certification. Fees associated with any scuba instruction would be up to \$100. An optional off-site scuba certification test would be another \$100.
Lifeguard & Water Safety #PE07	5	15 years old, PE01 and PE02	This course is based on American Red Cross Lifeguarding requirements. Provides entry-level participants the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide care for breathing and cardiac emergencies, injuries and sudden illness until EMT personnel take over. Approximate fee of \$55.00 for handbook and breathing mask.
Outdoor & Lifetime Activities #PE09	5	None	This course includes basic skills, knowledge and strategies of lifetime activities that contribute to a healthy, active adult lifestyle. Students will participate in a variety of individual, partner, and group lifetime activities.
Introduction to Strength and Conditioning #PE10	5	None	This course is designed for students beginning weight training. It includes proper lifting techniques, spotting methods, weight room safety, and workout routines.
Intermediate Strength and Conditioning #PE11	5	PE10	This course is designed for the intermediate to advanced weight training student. It builds on Introduction to Strength and Conditioning by applying basic strength principles and concepts of proper lifting techniques, spotting methods, weight room safety, and workout routines to the intermediate and advanced weight training students. The course can be repeated for credit.

Zero Hour Advanced Strength and Conditioning #PE13	5	PE10	This course meets from 7:00-7:45 and is an option to take all year for multiple years. This course is designed for the intermediate to advanced weight training student. It builds on Introduction to Strength and Conditioning by applying basic strength principles and concepts of proper lifting techniques, spotting methods, weight room safety, and workout routines to the intermediate and advanced weight training students. The course can be repeated for credit.
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FINE ARTS

All courses apply to the Fine Arts Graduation Requirements, unless otherwise noted.
Ten (10) credit hours are required.

The following courses support exploration in the Communications and Information Systems Career Fields.

ART

All art students keep portfolios and sketchbooks. Fees are assessed for missing and/or damaged supplies.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Introduction to Art #FA01	5	None	This is the foundation course for the other course offerings in the art department. Students will build vocabulary and make works of art that explore different kinds of subject matter, media and technique.
Basic Art #FA02	5	Intro to Art	Students will understand and use organizational principles and expressive images to communicate their own ideas in works of art. An understanding of art style will be demonstrated while developing unique media skills such as drawing, painting, printmaking and collage.
Computer Art #FA04	5	Intro to Art	This course works entirely on the computer to build technology skills required to make art with industry standard programs like Photoshop and Flash. Students will draw, photo manipulate and animate with a variety of projects as they learn how to be creative with some of the same software used in the professional world today. A basic knowledge of computer programs is helpful but not required.
Pottery/ Sculpture #FA05	5	Intro to Art	This course explores the basic processes needed to make artwork in 3 dimensions. Students will learn a variety of skills such as basic techniques for hand building clay and wheel throwing as well as sculptural building for a unique hands on course. Take this course repeatedly to explore new ideas and individualize the content developed. A clay fee for projects is required.
Graphic Design #FA06	5	Computer Art	Students will explore a mixture of technology and traditional media to create artwork used to communicate ideas and function as a real world experience. Take this course repeatedly to explore new ideas and individualize the content developed.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Advanced Art #FA07	5	FA01 plus 5 additional art credits	This course will use advanced art processes and further develop skills needed to grow as an artist. Students will use drawing and painting skills to communicate unique ideas as they learn more about style and process. Those who enjoy making art and those who plan on a career in art will find this course challenging and fun. Take this course repeatedly to explore new ideas and individualize the content developed.

DRAMA

COURSE	CREDITS	PREREQUISITE	COMMENTS
Drama 1 #FA10	10	None	Present cuttings from plays, look at past, present and the future of theater; introduction to pantomime, improvisation, combat, and voice.
Drama 2 #FA11	10	Drama 1	Participate in directing, acting, and designing; work on individual areas; explore theatre history.
Stagecraft #CE56	5	None	Construct stage settings; work on theater sound and lighting systems, props (design and construct), and all technical aspects of theater. May be responsible for theater management outside of the school day. Course can be repeated for credit. Career Education or Elective Credit Only – Does not count as fine arts credit.

INSTRUMENTAL AND VOCAL MUSIC

COURSE	CREDITS	PREREQUISITE	COMMENTS
Marching / Concert Band #FA20	10	Previous experience playing a musical instrument, teacher recommendation	In order to get the most benefit from the course, rehearsals and performances outside of the school day are expected. Through rehearsals and performances, students will develop advanced musical skills, individual and ensemble techniques, marching band drill techniques and concert band repertoire.
Color Guard/ Winter Guard #FA24	2.5	Audition	Recommended for band auxiliary units. Rehearsals, competitions and performances outside of the school day are required. Develop dance and movement techniques. Rehearse and perform as an ensemble. Attend one required section per week plus full band rehearsals in fall season.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Jazz/Rock Ensemble #FA25	10	Audition; concurrent enrollment in Band	Proficiency on wind, keyboard, guitar or percussion instruments. Provide ensemble, sectional, and solo experience in a big band jazz format. Improvisation skills will be encouraged. In order to get the most benefit from the course, rehearsals and performances outside of the school day are expected.
RAM Choir #FA32	10	Basic singing ability and the ability to match pitch	Students will study a wide variety of musical styles, with particular emphasis on contemporary music. Develop singing techniques, voice production, and sight singing skills. Study various music styles and periods of music. Students will perform in several Concerts. In order to get the most benefit from the course, performances outside of the school day are expected.
Class Voice and Advanced Musicianship #FA33	5	Previous music experience; teacher recommendation	An advanced-level course for singers. Students will study basic music theory, and vocal production on an individual basis. Students will learn vocal pedagogy, vocal health, study oratorios, art songs and arias, and perform in student recitals. Students are required to participate in All State Music auditions as well as District Music Contest. This course may be repeated for credit.
Women's Choir: Runway #FA31	10	Audition	All women's ensemble performs various styles of music, using choreography. Develop ensemble singing techniques and voice production, dance and body movement skills, and performance techniques. In order to get the most benefit from the course, additional rehearsals, competitions and concerts that take place outside the school day are expected. This course may be repeated for credit.
JV Show Choir: Rampage #FA34	10	Audition	Perform various styles of music, using choreography. Develop ensemble singing techniques and voice production, dance and body movement skills, and performance techniques. In order to get the most benefit from the course, additional rehearsals, competitions and concerts that take place outside the school day are expected. This course may be repeated for credit.
Show/Chamber Choir: RUSH #FA35	10	Audition	Perform contemporary choral music, using choreography. Develop ensemble singing techniques and voice production, dance and body movement skills, and performance techniques. In order to get the most benefit from the course, additional rehearsals, competitions and concerts that take place outside the school day / term the course meets are expected. This course may be repeated for credit.
Concert Choir #FA36	10	Audition	Advanced choral ensemble. Perform music from various genres and regions of the world. Develop ensemble singing techniques and voice production, and sight-reading skills. Group will perform at all assigned concerts. In order to get the most benefit from the course, concerts that take place outside the school day are expected. This course may be repeated for credit.

Career Education

- All courses apply to the Career Education Graduation Requirements unless otherwise noted.
- Twenty-five (25) credits are required, including Career Exploration and Personal Finance.

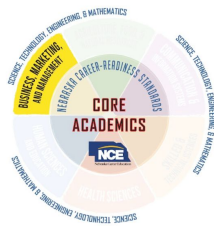


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CAREER EDUCATION - GRADUATION REQUIREMENTS

The following courses fulfill 10 of the required 25 Career Education graduation requirements.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Career Exploration #CE01	5	None	<i>Successful completion of this course is required as a part of the Career Education graduation requirements.</i> Students use the NECC website to complete values, skills and interest surveys as part of a career research paper. Students create a resume and practice job interview and workplace communication skills as they foster transferable Career Readiness Skills.
Personal Finance #CE02	5	None	<i>Successful completion of this course is required as part of the Career Education graduation requirements.</i> Learn the following economic concepts used in everyday life: banking, credit, insurance, income tax, budgeting, investments and consumerism.
Honors Personal Finance #CE13	5	None	<i>Successful completion of this course is required as part of the Career Education graduation requirements.</i> Learn the following economic concepts used in everyday life: banking, credit, insurance, income tax, budgeting, investments and consumerism. Possible Dual Credit Opportunity.



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Business, Marketing & Management

BUSINESS, MARKETING, & MANAGEMENT

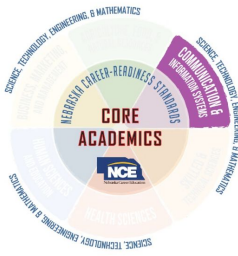
COURSE	CREDITS	PREREQUISITE	COMMENTS
Intro to Business, Marketing & Management #CE00	5	None	This course is designed as an introductory overview of Business, Marketing, and Management Career Fields. Units of study include economic systems, forms of business ownership, management, marketing, and accounting. Career opportunities will also be studied.
Accounting 1A/1B #CE05/CE94	10	None	Learn the accounting principles involved in the preparation and maintenance of financial records concerned with business management and operations. Basic accounting including recording, summarizing, reporting, principles of income measurement, asset valuation, accounting systems, and control.
Accounting 2 A/2B #CE06/CE95	10	Accounting 1A/1B	Students will learn partnership and corporate accounting, adjustment in inventory control systems, budgetary control systems, and further enhancement of accounting skills. Recommended for all students taking business curriculum post-high school.
Business Law #CE07	5	None	Students will study law as it generally relates to society, consumers, and the business community. Be introduced to “preventive law” by crimes, torts, law enforcement, court systems, and procedures.
Entrepreneurship: Owing a Business #CE11	5	CE10 / CE1M are required	Students will apply marketing fundamentals (market analysis, marketing mix and financial analysis) to develop a business plan. Students will analyze a business plan for a small business and they will apply the skills of human resource management that are critical to success in operating a small business. Students will gain knowledge from business owners through speaking engagements or field trips. Students are eligible for Marketing Internship and DECA.
Economics #SS16	5	None	Economics is the study of making choices on how to use limited resources. This course includes study of both micro and macroeconomics and includes topics such as the banking system, stock market, international trade, and fiscal and monetary policy. Emphasis is placed on information that is relevant and useful to the student.

Management & Leadership #CE03	5		This course emphasizes the basic concepts of management and leadership within a business or organization. It addresses characteristics, organization, and operation of business as major sectors of the economy. Students will investigate management issues involved in planning, organizing, leading, and controlling an organization. They will also acquire essential leadership skills in the areas of emotional intelligence: time management, stress management, professional growth and development, communication, and relationship skills.
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COURSE	CREDITS	PREREQUISITE	COMMENTS
Marketing / Marketing 2: Management #CE10/ #CE1M	10	None	In this two term course, students explore basic business skills that can be used in any career. Essential if taking business courses in college. Students learn the 4 P's (Product, Price, Place, Promotion) of marketing, general economics and business foundations. The application of academic concepts and technology are integrated throughout the curriculum. Students will also apply promotion, channel management, marketing information management, market planning, pricing, and product management in the creation of a marketing proposal for a product invention. Students can also join DECA by taking this two-term course.

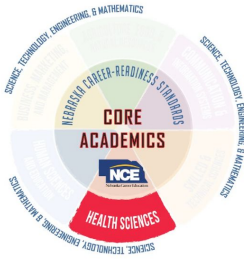
CULINARY ARTS

COURSE	CREDITS	PREREQUISITE	COMMENTS
Foods 1: Nutrition & Wellness #CE20	5	None	This class introduces students to the Culinary Arts program of study and includes cooking basics, healthy meal planning, and food budgeting. This class focuses on the 6 essential nutrients, principles of food preparation, the proper use of cooking equipment, and safe kitchen practices.
Culinary Skills 1 #CE21	5	Foods 1	Students will explore cultural influences of food, meal planning, basic kitchen math and budgeting, and farm to table concepts in this class. Curriculum will focus on intermediate culinary skills, industry safety and sanitation practices, interpersonal and communication skills.
Culinary Skills 2 #CE22	10	Culinary Skills 1 and Application Required <i>Available in School Counseling Office</i>	Designed for students interested in a future career involving food preparation. The advanced curriculum focuses on the food service industry and provides training in workplace and culinary skills, interpersonal and communication skills; ServSafe Food Handler Certification is available at this level through the National Restaurant Association. Students will compete in the High School Culinary Invitational in February. Juniors and Seniors will be given first priority. Students in this course can simultaneously earn a certificate of completion from Metropolitan Community College's Introduction to Professional Cooking (CHRM 1030). Final testing would be at MCC's Institute for Culinary Arts at the end of the semester. MCC certificate fee required.



INFORMATION TECHNOLOGY

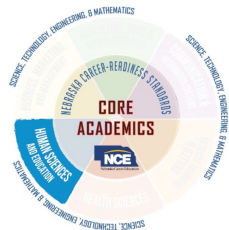
COURSE	CREDITS	PREREQUISITE	COMMENTS
Digital Media #CE04	5	None	Students will work with a variety of software to develop items, such as digital media, podcasts, and E-portfolios. Students will develop skills in storyboarding, digital video capturing and editing, beginning animation, photo editing and web design. A project-based approach is used through the integration of a variety of digital media.
Introduction to Programming #CE64	5	None	Foundations of Computing is an introductory computer science survey course. It covers a large array of topics such as physical computing, web design, animation, data, and an introduction to programming. Students are empowered to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. (Previously Foundations of Computing)
Advanced Programming #CE65	10	Algebra 1 OR Introduction to Programming	This course builds on the Foundations of Computing course and is for students who are interested in pursuing a career in computer science. Students will be introduced to the foundational concepts of computer programming while being challenged to explore how computing and technology can impact the world. This class is project based and will foster collaboration and creativity while exploring the social and ethical impacts of computing. (Previously Computer Science Principles)



HEALTH SCIENCES

COURSE	CREDITS	PREREQUISITE	COMMENTS
Introduction to Health Science/ Medical Terminology #CE30/CE36	10	None	Intro to Health Science / Medical Terminology is a two-term course strongly recommended for entry to Nursing Assisting and is required for entry into the Medical Sciences Academy. Students explore all of the body systems, diseases that affect those systems and the health careers that are involved in the care of each system. Medical terminology is infused throughout the course and includes medical word roots, prefixes and suffixes. Preference is given to sophomore students and above.
Nursing Assisting #CE32	10	CE30/CE36	This course is the basic 76+ hour nursing assisting course approved by the Department of Health and Human Services. Upon successful completion of the course and the state testing, students will be placed on the nurse aide registry at the department of health and would be qualified to work as a nursing assistant. Please note that you must be 16 in order to work as a nurse assistant but you do NOT have to be 16 to take the course. There is a limited amount of seats. Priority will be given to upper class students. Required material fees of approximately \$20.
Medical Sciences Academy 1 #CE33	20	Junior/Senior Application Required Available in School Counseling Office	Juniors will be accepted into this year-long program after a rigorous selection process. Selection is based on completion of Intro to Health Science, Science courses, GPA, attendance and school behavior. This Academy is taken concurrently with Anatomy & Physiology AR. Students in Academy I will complete the basic 76+ hour nursing assisting course approved by the Department of Health and Human Services. Upon successful completion of the course and the state testing, students will be placed on the nurse aide registry at the department of health and would be qualified to work as a nursing assistant. Please note that you must be 16 in order to work as a nurse assistant. Please Note: Application Required, available in the School Counseling Office. A uniform fee will be assessed for this class.
Medical Sciences	20	Health Sciences Academy 1 OR Nursing	Academy 2 <u>seniors</u> meet M – F at various locations in the Omaha area in order to complete job shadowing and mini-internship experiences in a wide range of health related occupational fields. It is important to note that students coming from Academy I will have first placement for Academy II.

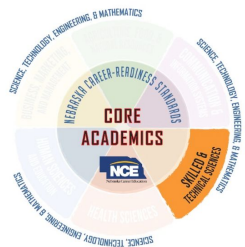
Academy 2/Medical Sciences Academy 3 AR AR #CE34/CE37		Assisting AND Anatomy & Physiology	There may be a limited number of spaces available for Year II students entering the program who have not taken Year I, provided the applicant has earned CNA certification and successfully completed Anatomy & Physiology AR. Students will be responsible to provide their own transportation for the Internship portion of the class. Additionally, a uniform fee will be assessed for this class.
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EDUCATION & TRAINING/HUMAN SERVICES

COURSE	CREDITS	PREREQUISITE	COMMENTS
Human Growth & Development #CE15	5	None	This course explores the physical, emotional, social, and intellectual development of individuals across the lifespan. Students will also explore external impacts on development including family structure and practices, social and technological forces, and resources available to individuals and their outcomes. This class is part of the Education and Training program of study.
Child Development #CE24 Offered in 2021-2022	5	None	The study of parenting, child development from the prenatal stage to kindergarten and child development careers. Students will observe children at sites to observe developmental milestones and concepts learned in the course. Real Care Baby Simulators will also be used in this course as part of the unit addressing infant care. This class is recommended in preparation for the Education and Training program of study. **Please Note: The course will be offered every OTHER year. Please plan and register accordingly.
Intro to Human Sciences/FACS #CE14	5	None	This course is intended to enable students to have a broad scope of experiences that will provide an overview and fundamental knowledge and essential skills of Human Science with a foundation of, but not limited to family and consumer sciences. Students will explore career possibilities and develop a personal learning plan. Students will practice basic life and career readiness skills and learn to apply them to personal life situations.
Introduction to Education & Training #CE27	5	None	This class is for students who are exploring interest in careers in education and/or child care industries. Students will learn about the history of education in America, analyze the impact of current education and training trends, governance and finance structures in schools and how instructional philosophies impact student engagement. Students enrolled in Education Courses will participate in the Educators Rising CTSO, and will participate in a variety of out-of-class learning opportunities.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Best Practices in Education & Training / Future-Teacher Internship #CE29/ #CE28	10	Introduction to Education and Training & Application Required <i>Available in School Counseling Office</i>	This academy series of courses is for students pursuing a career in education and/or child care industries. Juniors and Seniors will be given first priority in the application process. Students will explore strategies and practices used in education and have supervised work experience to apply that learning. Students will learn the developmental stages of children in order to tailor learning strategies appropriately and plan instruction for the learning environment. Students will be expected to dress professionally and be responsible for their own transportation for the Internship portion of the class. Please Note: Application Required, available in the School Counseling Office.
Intro to Design Principles #CE23	5	None	Students explore the definition and application of elements and principles of design in both living spaces and clothing and textiles. In this course, students will also evaluate the use of elements and principles and suggest improvements. Students are also exposed to career opportunities and the skills necessary for these career fields and any design related careers. This class is an introductory course in the Design program of study.
Interior Design #CE25	5	Intro to Design Principles	Explore the careers of interior design and architecture through the principles and elements of design. Students will learn the history of American home architecture. Students will utilize online CAD programs to build and furnish homes. along with creating design boards to present to a client. *Please Note: This course will be offered every OTHER year. Please plan and register accordingly.
Creative Textiles Design #CE26 Offered again in 2021-2022	5	Intro to Design Principles	A project-oriented, hands-on class designing and creating textile pieces. Students will learn skills to be used in clothing care, maintenance, repair, and construction. Students will explore the concepts of design related to clothing and explore career opportunities in the textile industry. Course expenses include approximately \$20 per project; students average 1-2 projects per term. Course may be repeated for credit with more advanced skills/projects created. *Please Note: This course will be offered every OTHER year. Please plan and register accordingly.



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Skilled & Technical
Sciences

SKILLED & TECHNICAL SCIENCES

COURSE	CREDITS	PREREQUISITE	COMMENTS
Introduction to Woods STS #CE51	5	None	This is a beginning woodworking course that provides hands-on experience for students as they learn about career opportunities in the construction industry. Students will work toward mastery level measuring skills, and demonstrate proper use and safety procedures for hand tools, equipment, and machine tool operations. Students will create multiple projects in the class. Required project fees of approximately \$20.
Construction Trades #CE50	5	None	This course exposes students to various trades in the construction career field. Students gain introductory skills and technical knowledge in areas of industry, safety, industry standards, material, and process understanding through hands-on experiences. Areas of exposure may include but are not limited to: framing, roofing, drywall, plumbing, electrical and welding. Students are encouraged to have completed Introduction to Woods as a compliment to this course. Formerly known as "Construction Zone"
Architectural Drafting & Design Environment #CE45	5	CE46	This course is designed to give the students the opportunity to build on skills from the previous Engineering Problem Solving class. Students will learn about house styles, the history of homes, building construction processes, building materials and print reading skills while using Autodesk Computer Aided Drafting (CAD) Software. Formerly known as "Architecture Environment" *Please Note: This course will be offered every OTHER year. Please plan and register accordingly.

COURSE	CREDITS	PREREQUISITE	COMMENTS
Woods 2 Manufacturing #CE52	5	CE51	This course builds on the concepts and skills that were introduced in Introduction to Woods Environment. Students will demonstrate skill mastery and be responsible for calculating materials and costs for projects. Students will create multiple projects in the class. Required project fees of approximately \$30.
Advanced Woods / Construction #CE53/#CE55	10	CE52	This is the capstone course for both the manufacturing and construction pathways, designed for students interested in construction industry careers. Students will demonstrate mastery of advanced project planning skills along with continued machine operation and safety. Individual projects will be discussed in advance with fees assigned accordingly prior to work beginning.
Engineering Problem Solving #CE46	5	None	This course is designed to expose students to various careers in engineering and/or drafting. Topics addressed will include engineering design process, career opportunities, and basic uses of Autodesk Computer Aided Drafting (CAD) software.
Engineering Systems #CE49 Offered again in 2021-2022	5	CE46	Students will work on mechanical/engineering projects that promote problem solving skills through hands on activities and continued application of CAD software. Students will learn about the engineering design process and implement it to manage a project. *Please Note: This course will be offered every OTHER year. Please plan and register accordingly.
Intro to Small Engines Environment #CE40	5	None	Small engines is designed to provide students with the fundamental knowledge and experience in using and maintaining equipment powered by a small gas engine. Students will disassemble and reassemble the engine, learn engine components and systems that make the engine run and practice routine maintenance procedures related to small gas engines.
Automotive Maintenance #CE41	5	None	Formerly known as Car Care, this class is designed to provide all drivers with fundamental knowledge and experience in owning and maintaining an automobile. Students will learn how to perform basic services to their vehicle such as changing oil, putting on a spare tire, rotating tires, and checking fluids, belts, hoses, filters, wipers, tires, and lights. (Previously Intro to Transportation Systems)
Automotive Technology Academy Year 1 #CEA1	20	CE40 and CE41 OR Pass a Mechanical Aptitude Test; Application Required	The Automotive Technology Academy is a 2-year program that helps students develop skills needed to be successful in the automotive service industry. After an introduction to the industry, students in Year 1 of the academy will learn theory, diagnosis, and service procedures related to the automotive electricity and electronics, brake systems, suspension and steering. Please Note: Application Required, available in the School Counseling Office.

Automotive Technology Academy Year 2 #CEA5	20	CEA1	Students in Year 2 of the Automotive Technology Academy will build on skills and knowledge of theory, diagnosis, and service procedures related to engines, drivetrains and overall engine performance. Students will also have the opportunity to apply for an industry-sponsored Internship to apply what they've learned through their coursework. Students will be responsible to provide their own transportation for the Internship portion of the class. Additionally, a uniform fee will be assessed for this class.
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blueprint PROGRAMS OF STUDY

Programs of study are available for students to learn and explore their career goals. A program of study is a sequence of classes that includes an introduction, intermediate, and culminating course. For more information on each class, review the course descriptions above.

	Introduction Class	Intermediate Class	Capstone Class
TDL Technician	Introduction to Small Engines (CE40)	Automotive Maintenance (CE41)	Auto Academy 1 (CEA1) / Auto Academy 2 (CEA5)
Manufacturing	Introduction to Woods (CE51)	Woods 2 Manufacturing (CE52)	Advanced Woods Manufacturing (CE53)
Construction	Introduction to Woods (CE51)	Construction Trades (CE50)	Advanced Construction (CE55)
Accounting	Introduction to Business (CE00) or Personal Finance(CE02), Marketing (CE10), & Management (CE1M)	Accounting 1 (CE05)	Accounting 2 (CE06)
Entrepreneurship	Introduction to Business (CE00), Marketing (CE10), & Management (CE1M)	Accounting 1 (CE05) OR Marketing (CE10/CE1M)	Entrepreneurship (CE11)
Marketing Entrepreneurship	Marketing (CE10)	Marketing 2: Management (CE1M)	Marketing Entrepreneurship (CE65)
Management	Introduction to Business (CE00), Marketing (CE10), & Management (CE1M)	Marketing 2: Management (CE1M) OR Entrepreneurship (CE11)	Management & Leadership (CE03)
Information Technology	Digital Media (CE04)	Foundations of Computing (CE64)	Computer Science Principles (CE65)
Lifespan Performance	Introduction to Health Sciences (CE30)	Anatomy & Physiology (SC05) OR Medical Terminology (CE36)	Introduction to Sports Medicine (SC16)
Health Sciences	Introduction to Health Sciences (CE30)	Medical Sciences Academy 1 (CE34)	Medical Sciences Academy 2 AR (CE35)
Therapeutic Certificated Services	Introduction to Health Sciences (CE30)	Medical Terminology (CE36)	Nursing Assisting (CE32)
Education & Training	Introduction to Education & Training (CE27) AND Human Growth & Development (CE14)	Best Practices in Education (CE29)	Future Teacher Internship (CE28)
Culinary Arts	Foods 1: Nutrition & Wellness (CE20)	Culinary Skills 1 (CE21)	Culinary Arts 2 (CE22)
Design	Introduction to Design Principles (CE23)	Creative Textiles Design (CE26) OR Interior Design (CE25)	Entrepreneurship (CE11)

blueprint CAREER & TECHNICAL STUDENT ORGANIZATIONS

Career & Technical Student Organization are a great way for students to get involved!

Here are the top 5 reasons why you should join one of these organizations:

1. Career field experiences
2. Networking in the career field
3. Career Field related community service
4. Scholarships
5. Leadership opportunities



Skilled & Technical Sciences
The Trades



Human Sciences
Family, Career & Community Leaders of America



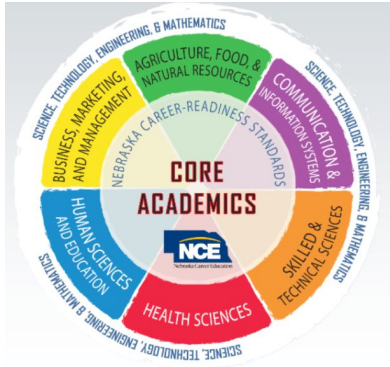
Human Sciences
Education



Health Sciences
Health Occupations Students of America



Business: Marketing
Distributive Education Clubs of America



ELECTIVE COURSES

All courses apply to the Elective Credit Graduation Requirements, unless otherwise noted.

The following courses support Core Academics or career exploration as noted by their color.

Students are strongly encouraged to become involved in corresponding student organizations, DECA, FCCLA, HOSA, and/or Skills USA.

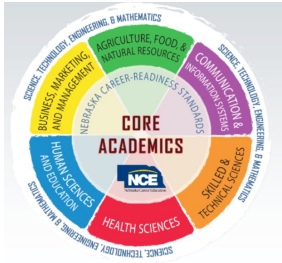
WORLD LANGUAGES

To graduate from Ralston High School, students do not need World Language credit (elective credit only). However, many universities have an admission requirement of at least two years of the same world language in high school.

The Seal of Bilingualism will be awarded to graduating seniors who have mastered standard academic English, as well as a second language, meaning, students must be enrolled in 3 or more years in the same language, be of junior or senior standing, and attain a score of 3 or higher on the Advanced Placement [AP] Language and Culture World Language exam to earn this honor on their diploma their senior year.

COURSE	CREDITS	PREREQUISITE	COMMENTS
French 1 #EL01 Spanish 1 #EL11	10	None	Learn basic listening, speaking, writing and reading skills. Master common vocabulary and expressions. Study fundamental grammatical structures. Gain understanding of cultural traditions and institutions of the target countries.
French 2 #EL02 Spanish 2 #EL12	10	EL01 / EL11 (C or higher recommended)	Continue to practice core language skills in the target language while expanding fluency. Study culture on an expanded level, as well as compare and contrast the various target countries. A "C" or higher in previous level is recommended.
French 3 #EL03 Spanish 3 #EL13	10	EL02 / EL12 (C or higher recommended)	Speak and write language in authentic context. Read creative writings in the target language. Unique cross-cultural experiences will be offered. A "C" or higher in previous level is recommended.
French 4 AR #EL04 Spanish 4 AR #EL14	10	EL03 / EL13	Level 4 of language is designed to prepare students for AP World Language 5 AR or anticipated college curriculum. Curriculum centers around building fluency and communicative competence so that students can express themselves on the intermediate level using global themes (families and communities, personal and public identities, global challenges, science and technology, contemporary life, beauty and the aesthetic).

COURSE	CREDITS	PREREQUISITE	COMMENTS
French 5 AR/AP #EL05 AP Spanish 5 AR/AP #EL15	10	French 4 Spanish 4	Level 5 of language study focuses on intermediate proficiency in reading, writing, and speaking in the target language. Students who complete this course expand their skills while communicating about global themes (families and communities, personal and public identities, global challenges, science and technology, contemporary life, beauty and the aesthetic). Students should expect to either pay for completing the AP exam or dual credit option when registering for this course. Possible Dual Credit Opportunity. Students who pass the AP exam qualify for the Seal of Biliteracy.
Spanish for Spanish Speakers 1 #EL16	10	Spanish Speaker	Spanish for Spanish Speakers 1 is designed to help students improve grammatically and phonetically in the Spanish language. Students will expand their fluency in reading and writing by analyzing literary elements and applying their skills in writing and reading. Students also participate in discussion of current events and global themes related to hispanic/latino culture internationally and within the United States.
Spanish for Spanish Speakers 2 AR #EL17	10	Spanish Speaker (C or higher recommended from SSS1)	Spanish for Spanish Speakers 2 will build upon what the students learned in SSS 1 as it is also designed to help SSS 2 speakers improve grammatically and phonetically in the Spanish language. Additionally, students will expand their knowledge of literary themes and global current events with an emphasis on career-readiness skills to become bilingual professionals.



OUT OF BUILDING EDUCATIONAL OPPORTUNITIES

CUSTOMIZED PATHWAY INTERNSHIPS

COURSE	CREDITS	PREREQUISITE	COMMENTS
Career Pathway Internship #CE39	5-10	Senior Only Application Required. Approval by Career Education Coordinator	<p>On-the-job-training in career areas based on a student’s career program of study interest. Students will be expected to develop a career portfolio, provide their own transportation for these off-site internships, and adhere to Ralston Public Schools work-based learning policies. Prior to entering the internship, students must fill out an application and interview with the Career Education Coordinator.</p> <p>Please Note: Application Required, available in the School Counseling Office.</p> <ul style="list-style-type: none"> ● Agriculture, Food and Natural Resources ● Arts, AV, & Communications ● Business, Marketing, & Management ● Education & Training ● Energy & Engineering ● Finance ● Government & Public Administration ● Health Science ● Hospitality & Tourism ● Human Services/FACS ● Information Technology ● Law & Public Safety ● Manufacturing ● Marketing ● Transportation ● English/Language Arts ● Mathematics ● Science ● Social Studies

COURSE	CREDITS	PREREQUISITE	COMMENTS
UNMC Alliance AR #CE35	40	Junior/Senior Only Application Required, <i>available School Counseling Office</i>	The UNMC High School Alliance is a partnership between the University of Nebraska Medical Center and public school districts in the greater Omaha area. It is designed to offer unique and innovative science classes to high school juniors and seniors that are not available in the traditional high school setting. Classes are conducted each day at the UNMC campus from 1:00 – 3:00, selected RHS students would commit periods 3-5 each day for the year to the courses offered by UNMC staff. Please Note: Application Required, available in the School Counseling Office.
Zoo School AR #CE38	50	Junior/Senior Only Application Required, <i>available School Counseling Office</i>	The ZOO School is a partnership between the Omaha Henry Doorly Zoo and public school districts in the greater Omaha area. It is designed to offer unique and innovative classes to high school juniors and seniors that are not available in the traditional high school setting. Classes are conducted each day at the Zoo campus from 12:00 – 3:00, selected RHS students would commit periods 3-5 each day for the year to the courses offered by Zoo staff. Please Note: Application Required, available in the School Counseling Office.
MCC JumpStart Transfer Program #Z800	30	Senior Only Application Required, <i>available School Counseling Office</i>	The MCC JumpStart Transfer Program is a partnership with MCC and RHS. It is designed to offer the first year of coursework at MCC for general transfer credits. Classes are offered as trimesters in the Fall, Winter and Spring. The courses meet either from 7:45-9:30 or 1:00-3:00 on campus. Students can complete 30 high school credits and 27 college credits. Please Note: Application Required, available in the School Counseling Office. There is a cost to attend at 50% tuition reduction through MCC. ACE and Foundation Scholarships may be options to assist in paying for tuition.
MCC JumpStart Law and Public Safety Program #Z820	30	Senior Only Application Required, <i>available School Counseling Office</i>	The MCC JumpStart Law and Public Safety Program is a partnership with MCC and RHS. It is designed to offer the first year of coursework at MCC for Law and Public Safety. Classes are offered as trimesters in the Fall, Winter and Spring. The courses meet from 7:45-9:30 on campus. Students can complete 30 high school credits and 27 college credits. Please Note: Application Required, available in the School Counseling Office. There is a cost to attend at 50% tuition reduction through MCC. ACE and Foundation Scholarships may be options to assist in paying for tuition.

MCC JumpStart Computer Programming #Z840	30	Junior/Senior Only Application Required, <i>available School Counseling Office</i>	The MCC JumpStart Programming academy is a partnership with MCC and RHS. It is designed to offer the first year of coursework at MCC for Computer Programming certification. Classes are offered as trimesters in the Fall, Winter and Spring. The courses meet from 1:00-3:00 on campus. Students can complete 30 high school credits and 27 college credits. There is a second year option for this academy. Please Note: Application Required, available in the School Counseling Office. There is a cost to attend at 50% tuition reduction through MCC. ACE and Foundation Scholarships may be options to assist in paying for tuition.
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Intern Omaha #CE43	5-10	Approval by Career Education Coordinator or Counselor (Senior Year Only)	Paid, on-the-job-training in business operations, auto/diesel, information technology, or building trades. Students will be expected to provide their own transportation for these off-site internships, and adhere to Ralston Public Schools work-based learning policies. Prior to entering the internship, students must fill out an application online and be accepted by the participating business. Students must also take a concurrent CTE course during their senior year, as well as a Human Relations course in the summer following their Junior year.
Human Relations #CE44	5-10	Acceptance into Intern Omaha. Approval by Career Education Coordinator or Counselor.	A requirement to participate in Intern Omaha, this summer course prepares students to enter their student internships. Topics of focus will be centered around career readiness and professionalism. This two-week course allows students to receive dual credit through Metro Community College. Students take this course in the summer prior to their senior year. Students are placed in this class by Counselor upon acceptance to Intern Omaha.

METROPOLITAN COMMUNITY COLLEGE CAREER ACADEMIES

MCC Career Academies are programs available to RHS students to assist them in becoming "College & Career Ready." The career academies are designed to provide high school juniors and seniors with opportunities to explore various Career Fields prior to high school graduation so students can make more informed career decisions. Academy programs are limited in size and require advanced application. See your school counselor for application and recommendation forms. Students who participate in the academy programs will need to commit half a day to the college experience (Periods 3 - 5) and have reliable transportation available to them. Students should see their school counselor for more specific information about the courses that comprise each academy program: times, locations, uniforms and supplies for courses will vary. RHS students will earn both credits for college and high school graduation by participating in an academy program. A student's college GPA will begin with the letter grades earned in these classes. High school grades

will be posted on a pass/no pass basis and not impact a student's high school GPA. ***There is a cost to attend at 50% tuition reduction through MCC. ACE and Foundation Scholarships may be options to assist in paying for tuition.***

COURSE	ACADEMY LOCATION & MCC COURSES
Auto Collision Technology #CE70	Applied Technology Center 10407 State Two Year Program Option Year 1: Structural Repair 1; Auto Collision Repair Welding; Collision Estimating 1; Automotive Finishing 1; Structural Repair 1 Year 2: Non Structural Repair 2; Automotive Refinishing 2; Non Structural Repair 3
Automotive Technology #CE71	South Omaha Campus 27th & Q, Mahoney Building Two Year Program Option Year 1: Into to Auto Service & Minor Repair; Power Train Repair 1; Automotive Electricity & Electronics 1; Automotive Electricity & Electronics 2; Power Train Repair 2; Brake Repair 1 Year 2: Brake Repair 2; Automotive Electricity & Electronics 3; Heating and Air Conditioning 1; Power Train Repair 3; Engine Mechanical Service; Suspension Systems

COURSE	ACADEMY LOCATION & MCC COURSES
Diversified Manufacturing & Processing Operations #CE72	Fort Omaha Campus, 30th & Fort Problem Solving; Introduction to Process and Power Operations; Safety Topics for Process and Power Operations; Basic Electricity for Power and Process; Internship; Employability Skills for Power and Process
Certified Nursing Assistant #CE73	South Omaha Campus 27th & Q, Mahoney Building Cardiopulmonary Resuscitation; Medical Terminology 1; Community Emergency Response Team; Medical Terminology 2; Long Term Care/Certified Nursing Assistant; Employability Skills; Clinicals
IT Cybersecurity #CE74	Fort Omaha Campus 30th & Fort Networking Essentials; Windows Operating System 1; Network Infrastructure; Network and Information Security Basics; Information Systems, Forensics, and Legal Topics; Linux Operating System 1
Criminal Justice	<i>SENIORS ONLY</i>

#CE75	Sarpy Center 91st & Giles Introduction to Criminal Justice; Introduction to Corrections; Courts and the Judicial Process; Police and Society; Community-Based Corrections; Community Relations
Construction Technology #CE76	Fort Omaha Campus, 30th & Fort Two year Program Option Year 1: Introduction to Construction Industry; Introduction to Carpentry; Heartsaver First Aid with CPR & AED; Construction Safety; Exterior Finish Year 2: Floor, Wall, Stair & Ceiling Framing; Roof Framing; Introduction to Masonry, Internship
Diesel Technology #CE77	Applied Technology Center 10407 State Two Year Program Option Year 1: Basics of Diesel Mechanics (Summer Course); Diesel Engine Fundamentals; Heavy Duty Drivetrain Year 2: Steering & Suspension; Combination Welding; Diesel Internship 1; Electricity & Electronics; Truck ABS & Brakes; Climate Control/Heating & Air Conditioning
Digital Cinema - Filmmaking #CE78	Elkhorn Valley Campus 204th & Dodge Moving Image Lab; Introduction to Scriptwriting; Video 1 - Studio; Video 2 - Field; Art in Film

COURSE	ACADEMY LOCATION & MCC COURSES
Early Childhood Education #CE79	<i>SENIORS ONLY</i> Learning Community of North Omaha 24th & Franklin Expressive Arts; Observation, Assessment and Guidance; Infant/Toddler Development; Introduction to Early Childhood Education; Children's Health and Nutrition; Expressive Art
Electrical Technology #CE80	Fort Omaha Campus 30th & Fort Two Year Program Option Year 1: Basic Electricity; Residential Wiring; Blueprint Reading; National Electrical Code Year 2: Commercial Wiring; Commercial Wiring 2; Heartsaver First Aid with CPR & AED; Construction Safety, Electric Service & Installation
Emergency Medical Technician #CE81	<i>SENIORS ONLY</i> South Omaha Campus 27th & Q, Mahoney Building Emergency Medical Technician 1; Medical Terminology 1; Cardiopulmonary Resuscitation; Medical Terminology 2; Employability Skills
Information Technology Data	Fort Omaha Campus 30th & Fort Windows Operating System 1; Networking Essentials; Intro to Data Center Operations; Linux Operating Systems 1; Data Center Technician 1

Center Operations #CE82	
Fire Science Technology #CE83	Applied Technology Center, 10407 State Two Year Program Option Year 1: Principles of Emergency Services; Fire Behavior & Combustion; Occupational Safety & Health for Emergency Services; Principles of Fire & Emergency Services Safety & Survival; Fire Protection Systems; Fire Prevention, Inspection & Codes Year 2: Legal Aspects of Emergency Services; Incident Command System; Building Construction for Fire Protection; Fire Investigation 1; Selected Topics in Fire Science; Hazardous Materials Operations
Civil Engineering Technology #CE84	<i>SENIORS ONLY</i> Fort Omaha Campus 30th & Fort, Construction Education Center AutoCAD Essentials; AutoCAD Civil 3D Fundamentals; Civil Engineering Fundamentals; Civil Site Design
Theatre Technology #CE85	The Omaha Community Playhouse 6915 Cass Two Year Program Option Year 1: Theater Technology 1; Theater Technology 2; Theater Technology 3; Cooperative Study 1-3; Year 2: Stage Rigging; Principles of Stage Lighting; Cooperative Study 5-7
Architecture Technology #CE86	<i>SENIORS ONLY</i> Fort Omaha Campus 30th & Fort, Construction Education Center AutoCAD Essentials; Beginning REVIT; Intermediate REVIT; Wood Frame Architecture
Welding and Fabrication Technology #CE87	Fort Omaha Campus, 30th & Fort Construction Education Center Year 1: Industrial Cutting Processes; Gas Metal Arc Welding (MIG) - Steel 1; Oxy Fuel Welding; Gas Tungsten Arc Welding (MIG) - Steel 1; Shielded Metal Arc Welding (SMAW); Introductory Fabrication; Special Topics in Welding - Skills USA Training 1 Year 2: Classes are determined by student interest
COURSE	ACADEMY LOCATION & MCC COURSES
Pre-Apprentice Plumbing #CE88	Fort Omaha Campus 30th & Fort, Construction Education Center Introduction to Plumbing; Basic Residential Plumbing; Basic Commercial Plumbing; Construction Safety; Heartsaver First Aid with CPR and AED
HVAC Technology #CE89	Fort Omaha Campus 30th & Fort, Construction Education Center Two Year Program Option Year 1: HVACR Electrical & Components; HVACR Shop Practices; Introduction to HVACR Principles & Theory Year 2: Heating System Fundamentals; Sheet Metal Fundamentals 1 & 2; Commercial Refrigeration Installation & Service
Prototype Design #CE90	Fort Omaha Campus 30th & Sorensen CAET Bldg Two Year Program Option Year 1: Intro to Prototype Design; How to Build Almost Anything; Digital Electronics in Prototyping; Prototyping with SolidWorks; Prototyping the Internet of Things; Intermediate SolidWorks Year 2: Classes are based on student interest
Utility Line Technician #CE91	Applied Technology Center-10407 State St. Ropes, Rigging, and Safety; Electricity; Underground Distribution 1; Transformer Theory; Underground Distribution 2

3-D Animation & Games #CE92	Elkhorn Valley (EVC), 204th & Dodge Intro to 3-D Modeling & Animation; Intro to the Game Industry; 3-D Modeling for Animation & Games; 3-D games Development; 3-D Lab; Game Design Fundamentals
Business Administrative Professional #CE93	Sarpy Center (SRP) 91st & Giles Two Year Program Option Year 1: Information Systems and Literacy; Business Office Communications; Customer Service Skills; Skillbuilding; Microsoft Word; Spreadsheets; Document Processing Year 2: Database Fundamentals; Business Presentation and Publication; Records Management; Professional Practices; Workplace Technologies; Business Math; Business Writing; Human Relations Skills

Full Stack Web Development #CE96	Elkhorn Valley (EVC), 204th & Dodge Students will learn HTML, CSS, JavaScript, Java for desktop and server-side development, ASP.NET development with C-Sharp. Students will be introduced to Amazon Web Services (AWS).
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Horticulture, Land Systems and Management #CE97	50	Junior/Senior Only Two-year program: Application Required, <i>available School Counseling Office</i>	Students are introduced to planning, design and management of landscapes, including the proper use of technology and equipment. This is an Associates in horticulture if taken as a two year program. Please Note: Application Required, available in the School Counseling Office.
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2020-2021 Course Offering Updates

Science	
<i>Biology</i>	Change name <i>Life Science*</i>
<i>Chemistry 1</i> <i>Physics 1</i>	Separate <i>Chem/Phys 1</i> into <i>Chemistry 1</i> and <i>Physics 1*</i>
<i>Zoology</i>	Course addition
<i>Chemistry AR</i> <i>Physics AR</i>	Add courses back to offerings replacing <i>Chemistry 2</i> and <i>Physics 2</i>

Career Education	
<i>Honors Personal Finance</i>	Course addition for dual credit through MCC
<i>Management & Leadership</i>	Replace <i>Info Tech</i>
<i>Automotive Maintenance</i>	Name change from <i>Introduction to Transportation Systems</i>
<i>Introduction to Programming</i>	Name change from <i>Foundations of Computing</i>
<i>Advanced Programming</i>	Name change from <i>Computer Science Principles</i>
<i>Human Growth & Development</i>	Course addition
<i>Introduction to Human Sciences/FACS</i>	Course addition

Physical Education & Health	
<i>Outdoor Pursuits & Lifetime Activities</i>	Combine courses
<i>Health & Wellness</i>	Name change from <i>Family Life Education</i>

2020-2021 Course Offering Updates

Math	
<i>General Math</i>	Remove course
<i>Pre-Algebra</i>	Remove course
<i>Algebra I Essentials</i>	Course addition
<i>Algebra I Support</i>	Course addition
<i>Pre-Calculus</i>	Add MCC dual credit

Ralston Public Schools 2019-2020 Middle of Year Data Review MAP Growth (K-10)

Presented to the Board of Education - February 24, 2020



Achievement Strategic Plan - MAP Related Goals

- *Increase the percent of students (K-10) who will meet their projected growth (a typical year of progress) on NWEA MAP Growth*
- *Increase the percent of students (K-10) who will reach grade level norms in reading and math on NWEA MAP Growth*
- *Increase the average composite score on the ACT (11th) to one point above the state average*
- *Increase the collective conditional growth index (K-10th) by .10 each year*

MAP Growth: Student Proficiency

Fall 2019 (K-10) Winter (K-10) Spring 2020 (K-10)

Math: 53%

Math: 56%

Math: TBD

Reading: 56%

Reading: 56%

Reading: TBD

MAP Growth: Student Growth

Spring 2019 (K-10) Winter (K-10) Spring 2020 (K-10)

Math: 47%

Math: 49%

Math: TBD

Reading: 48%

Reading: 54%

Reading: TBD

EL MAP Growth: Student Proficiency

Fall 2019 (K-10) Winter (K-10) Spring 2020 (K-10)

Math: 20%

Math: 24%

Math: TBD

Reading: 22%

Reading: 23%

Reading: TBD

MAP Growth: Student Growth

Spring 2019 (K-10) Winter (K-10) Spring 2020 (K-10)

Math: 45%

Math: 52%

Math: TBD

Reading: 41%

Reading: 42%

Reading: TBD

SPED MAP Growth: Student Proficiency

Fall 2019 (K-10)

Winter (K-10)

Spring 2020 (K-10)

Math: 28%

Math: 27%

Math: TBD

Reading: 32%

Reading: 28%

Reading: TBD

MAP Growth: Student Growth

Spring 2019 (K-10)

Winter (K-10)

Spring 2020 (K-10)

Math: 44%

Math: 43%

Math: TBD

Reading: 44%

Reading: 44%

Reading: TBD



Ralston
PUBLIC SCHOOLS

HAL MAP Growth: Student Proficiency

Winter (K-10)	Spring 2020 (K-10)
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Math: 98%

Math: TBD

Reading: 98%

Reading: TBD

MAP Growth: Student Growth

Winter (K-10)	Spring 2020 (K-10)
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Math: 58%

Math: TBD

Reading: 65%

Reading: TBD

District Conditional Growth Index

2015-2016

Math: .41

Reading: .31

2018-2019

Math: .85

Reading: .69

2019-2020

Math: TBD

Reading: TBD

What's Next?

- Focus on supporting students eligible for English Learner & Special Education services through strong core and strong intervention.
- Ensuring access to grade level content for all students.
- Focus on standards driven instruction.
- Implementing the Achievement Plan focused on Professional Learning Communities, EL, Career Education, and SEL.

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020			
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	
Grades Assessed	K-9	K-6	K-9	K-10	K-8	K-10	K-10	K-8	K-10	K-8	K-10	K-10	K-10	K-10	Spring	
Districtwide - Overall																
Reading Proficiency	66%	66%	66%	66%	67%	65%	62%	63%	63%	57%	56%	60%	56%	56%		
Reading Growth			57%			54%			54%			48%		49%		
Reading Condition Growth Index			0.27			-0.15			.30			0.69				
Math Proficiency			64%	62%	64%	65%	58%	58%	64%	53%	55%	60%	53%	56%		
Math Growth			52%			58%			60%			47%		54%		
Math Conditional Growth Index			0.42			0.33			.92			0.85				
Districtwide - SPED																
Reading Proficiency						31%	26%	33%	32%	31%	26%	31%	32%	28%		
Reading Growth									47%			44%		43%		
Math Proficiency						31%	26%	30%	32%	27%	26%	29%	28%	27%		
Math Growth									50%			44%		44%		
Districtwide - EL																
Reading Proficiency							27%	25%	33%	24%	21%	25%	22%	23%		
Reading Growth									47%			41%		42%		
Math Proficiency							25%	26%	34%	23%	21%	29%	20%	24%		
Math Growth									50%			45%		52%		
Districtwide - Free & Reduced																
Reading Proficiency						49%	60%	55%	56%	50%	48%	52%	49%	47%		
Reading Growth									52%			47%		46%		
Math Proficiency						39%	53%	51%	57%	47%	48%	53%	46%	49%		
Math Growth									59%			46%		52%		
Districtwide - High Ability																
Reading Proficiency														98%		
Reading Growth														58%		
Math Proficiency														98%		
Math Growth														65%		
Kindergarten																
Reading Proficiency							61%	65%	71%	53%	45%	58%	55%	55%		
Reading Growth			69%			56%			64%			58%		55%		
Reading Condition Growth Index			1.18			0.27			1.22			.84				
Math Proficiency							47%	58%	79%	43%	43%	65%	53%	55%		
Math Growth			67%			67%			77%			70%		56%		
Math Conditional Growth Index			.98			0.99			3.10			2.16				
1st Grade																
Reading Proficiency							55%	56%	62%	59%	54%	61%	51%	49%		
Reading Growth			64%			55%			57%			58%		50%		
Reading Condition Growth Index			.66			0.36			1.12			.88				
Math Proficiency							52%	61%	65%	55%	64%	62%	48%	56%		
Math Growth			52%			61%			58%			60%		58%		
Math Conditional Growth Index			.31			0.68			1.04			1.15				
2nd Grade							*Growth K-2					*Growth 2-5				
Reading Proficiency							67%	66%	65%	48%	55%	59%	49%	60%		
Reading Growth			57%			56%			53%			66%		51%		
Reading Condition Growth Index			.43			-0.07			-0.04			1.42				
Math Proficiency							65%	65%	71%	43%	47%	64%	46%	55%		
Math Growth			71%			72%			69%			69%		57%		
Math Conditional Growth Index			1.02			1.37			1.85			1.47				
3rd Grade																
Reading Proficiency							60%	61%	64%	56%	55%	60%	60%	61%		
Reading Growth			48%			57%			58%			50%		48%		
Reading Condition Growth Index			-0.33			0.42			.29			.15				
Math Proficiency							51%	47%	57%	50%	51%	52%	42%	65%		
Math Growth			58%			42%			54%			49%		57%		
Math Conditional Growth Index			0.65			-0.77			0.55			.71				
4th Grade																
Reading Proficiency							61%	61%	59%	58%	61%	62%	55%	61%		
Reading Growth			45%			47%			48%			60%		57%		
Reading Condition Growth Index			-1.12			-0.74			-0.38			1.06				
Math Proficiency							52%	52%	52%	56%	57%	61%	54%	54%		
Math Growth			42%			41%			50%			60%		57%		
Math Conditional Growth Index			-0.83			-0.65			0.55			1.11				
5th Grade																
Reading Proficiency							61%	56%	57%	55%	55%	57%	56%	60%		
Reading Growth			52%			52%			51%			54%		52%		
Reading Condition Growth Index			-0.47			-0.12			-0.15			0.54				
Math Proficiency							51%	49%	53%	50%	48%	50%	61%	60%		
Math Growth			52%			56%			54%			50%		50%		
Math Conditional Growth Index			0.15			0.55			0.56			0.26				

6th Grade													
Reading Proficiency						62%	62%	63%	59%	62%	62%	58%	57%
Reading Growth		58%		61%				62%			67%		48%
Reading Condition Growth Index		.43		0.86				0.58			1.30		
Math Proficiency						62%	61%	67%	57%	54%	63%	50%	55%
Math Growth		64%		74%				72%			63%		64%
Math Conditional Growth Index		.77		1.37				1.58			1.42		
7th Grade													
Reading Proficiency						66%	70%	68%	58%	59%	64%	68%	61%
Reading Growth		52%		63%				64%			54%		49%
Reading Condition Growth Index		-0.47		0.43				1.19			0.35		
Math Proficiency						66%	67%	64%	58%	56%	54%	59%	56%
Math Growth		53%		73%				55%			48%		50%
Math Conditional Growth Index		-.21		1.18				0.32			-0.16		
8th Grade													
Reading Proficiency						62%	65%	63%	65%	60%	64%	57%	52%
Reading Growth		58%		56%				54%			49%		45%
Reading Condition Growth Index		.42		-0.01				0.47			-0.43		
Math Proficiency						65%	67%	68%	63%	62%	59%	59%	58%
Math Growth		51%		52%				64%			47%		53%
Math Conditional Growth Index		-.14		-0.14				0.7			-0.49		
9th Grade													
Reading Proficiency						74%		64%		55%	49%	72%	53%
Reading Growth		67%		35%				39%					34%
Reading Condition Growth Index		1.96		-2.17				-1					
Math Proficiency						67%		66%		60%	59%	45%	52%
Math Growth		61%		46%				51%					40%
Math Conditional Growth Index		1.47		-1.02				0.31					
10th Grade													
Reading Proficiency						59%		59%		59%	58%	59%	50%
Reading Growth				52%				41%					35%
Reading Condition Growth Index				0.61				0.04					
Math Proficiency						61%		64%		71%	71%	53%	53%
Math Growth				53%				61%					48%
Math Conditional Growth Index				0.07				1.06					

	2017-2018			2018-2019			2019-2020		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Grades Assessed	K-10	K-8	K-10	K-8	K-10	K-10	K-8	K-10	K-10
Class of 2032							Kindergarten		
Reading Proficiency							55%	55%	
Reading Growth								55%	
Reading Condition Growth Index									
Math Proficiency							53%	55%	
Math Growth								56%	
Math Conditional Growth Index									
Class of 2031				Kindergarten			1st Grade		
Reading Proficiency				53%	45%	58%	51%	49%	
Reading Growth						58%		50%	
Reading Condition Growth Index						.84			
Math Proficiency				43%	43%	65%	48%	56%	
Math Growth						70%		58%	
Math Conditional Growth Index						2.16			
Class of 2030	Kindergarten			1st Grade			2nd Grade *2-5		
Reading Proficiency	61%	65%	71%	59%	54%	61%	49%	60%	
Reading Growth			64%			58%		51%	
Reading Condition Growth Index			1.22			.88			
Math Proficiency	47%	58%	79%	55%	64%	62%	46%	55%	
Math Growth			77%			60%		57%	
Math Conditional Growth Index			3.10			1.15			
Class of 2029	1st Grade			2nd Grade *2-5			3rd Grade		
Reading Proficiency	55%	56%	62%	48%	55%	59%	60%	61%	
Reading Growth			57%			66%		48%	
Reading Condition Growth Index			1.12			1.42			
Math Proficiency	52%	61%	65%	43%	47%	64%	42%	65%	
Math Growth			58%			69%		57%	
Math Conditional Growth Index			1.04			1.47			
Class of 2028	2nd Grade *MPG			3rd Grade			4th Grade		
Reading Proficiency	67%	66%	65%	56%	55%	60%	55%	61%	
Reading Growth			53%			50%		57%	
Reading Condition Growth Index			-0.04			.15			
Math Proficiency	65%	65%	71%	50%	51%	52%	54%	54%	
Math Growth			69%			49%		57%	
Math Conditional Growth Index			1.85			.71			
Class of 2027	3rd Grade			4th Grade			5th Grade		
Reading Proficiency	60%	61%	64%	58%	61%	62%	56%	60%	
Reading Growth			58%			60%		52%	
Reading Condition Growth Index			.29			1.06			
Math Proficiency	51%	47%	57%	56%	57%	61%	61%	60%	
Math Growth			54%			60%		50%	
Math Conditional Growth Index			0.55			1.11			
Class of 2026	4th Grade			5th Grade			6th Grade		
Reading Proficiency	61%	61%	59%	55%	55%	57%	58%	57%	
Reading Growth			48%			54%		48%	
Reading Condition Growth Index			-0.38			0.54			
Math Proficiency	52%	52%	52%	50%	48%	50%	50%	55%	
Math Growth			50%			50%		64%	
Math Conditional Growth Index			0.55			0.26			
Class of 2025	5th Grade			6th Grade			7th Grade		
Reading Proficiency	61%	56%	57%	59%	62%	62%	68%	61%	
Reading Growth			51%			67%		49%	
Reading Condition Growth Index			-0.15			1.30			
Math Proficiency	51%	49%	53%	57%	54%	63%	59%	56%	
Math Growth			54%			63%		50%	
Math Conditional Growth Index			0.56			1.42			
Class of 2024	6th Grade			7th Grade			8th Grade		
Reading Proficiency	62%	62%	63%	58%	59%	64%	57%	52%	
Reading Growth			62%			54%		45%	
Reading Condition Growth Index			0.58			0.35			
Math Proficiency	62%	61%	67%	58%	56%	54%	59%	58%	
Math Growth			72%			48%		53%	
Math Conditional Growth Index			1.58			-0.16			
Class of 2023	7th Grade			8th Grade			9th Grade		
Reading Proficiency	66%	70%	68%	65%	60%	64%	72%	53%	
Reading Growth			64%			49%		34%	
Reading Condition Growth Index			1.19			-0.43			
Math Proficiency	66%	67%	64%	63%	62%	59%	45%	52%	
Math Growth			55%			47%		40%	
Math Conditional Growth Index			0.32			-0.49			
Class of 2022	8th Grade			9th Grade			10th Grade		
Reading Proficiency	62%	65%	63%		55%	49%	59%	50%	
Reading Growth			54%					35%	
Reading Condition Growth Index			0.47						
Math Proficiency	65%	67%	68%		60%	59%	53%	53%	
Math Growth			64%					48%	
Math Conditional Growth Index			0.7						
Class of 2021	9th Grade			10th Grade					
Reading Proficiency	74%		64%		59%	58%			
Reading Growth			39%						
Reading Condition Growth Index			-1						
Math Proficiency	67%		66%		71%	71%			
Math Growth			51%						
Math Conditional Growth Index			0.31						
	10th Grade								
	59%		59%						
			41%						
			0.04						
	61%		64%						
			61%						
			1.06						

**only students in current class

Achievement Plan Update

February 24, 2020



Professional Learning Communities

Current Work

- Professional Learning planning for September 18, 2020 with Luis Cruz, Solution Tree Consultant
- *Digging into the Standards* training in K-6 ELA
- Prioritizing the Nebraska Social Studies Standards

Next Steps

- Priority standards review at the beginning of the year
- Staff leaders participate in summer PLC Conference in Omaha



Career Education

Current Work

- Perkins V
- Programs of Study & course offerings
- Intern Omaha
- Online Career Academy application
- Increased dual enrollment

Next Steps

- Finalize marketing plan
- Onboard Intern Omaha
- Culinary work-based learning opportunity
- Systems management for customized internships



English Learner Program

Current Work

- Initial training on Sheltered Instruction Observation Protocol (SIOP) for EL teachers
- Expand EL Cohort
- 1st year implementing language acquisition materials for K-12

Next Steps

- Define metrics
 - Language proficiency
 - 4 Digit AQuESTT
 - ATSI/ NSCAS
- Implementation of Sheltered Instruction Observation Protocol by EL Teachers



Metrics

- NWEA MAP Growth (See Achievement Data)
 - % of students proficient
 - % meeting projected growth
 - Conditional Growth Index
- ACT
 - Average composite score
- Perceptual Data
 - Annual PLC Survey



District Achievement Plan: Professional Learning Communities

Purpose

A community dedicated to achieving excellence through purposeful instruction and nurturing a climate of hope.

Direction

Cultivating resilient citizens prepared for the diverse demands of the future.

Guiding Mantra

OneRalston

Collective Commitments

As a staff member of Ralston Public Schools, I am aware of the importance of my work to all of the stakeholders associated with our organization. I know I have been selected to be a part of the Ralston team based upon my skills, training, knowledge, and expertise to further the mission. I will strive to uphold the following ideals:

- I pledge to use my skills, knowledge, training, and expertise to do my best.
- I pledge to be proactive and positive in my approach as I work to advance the mission.
- I pledge to practice ownership of my performance and make changes as necessary for continuous improvement.
- I pledge to respect and embrace diversity at all levels and with all people.
- I pledge to be cooperative, collaborative, and team oriented.
- I pledge to advocate for all stakeholders, especially our students.
- I pledge to be of service to others making them feel better after our interaction than before.
- I pledge to practice and encourage acceptance of others and between others making sure I am not silent if I observe harassment or bullying at any level.

Strategy

College & Career Readiness: Develop and strengthen the district Professional Learning Community culture and practices.

Measurable objectives:

Increase the percent of students (K-10) who will meet their projected growth (a typical year of progress) on NWEA MAP Growth

Increase the percent of students (K-10) who will reach grade level norms in reading and math on NWEA MAP Growth

Increase the average composite score on the ACT (11th) to one point above the state average

Increase the collective conditional growth index (K-10th) by .10 each year

Cognia Accreditation Standards

Learning Capacity

- 2.3 Be a learning culture that develops learners' attitudes, beliefs, and skills (Improve)
- 2.5 Implement curriculum based on high expectations (Initiated)
- 2.11 Gather, analyze, and use formative and summative data (Improve)
- 2.12 Use a process to assess programs and organizational conditions

Resource Capacity

- 3.2 Systems professional learning structure and expectations promote collaboration and collegiality to improve student learning and organization effectiveness. (Improve)

Data:

- NWEA MAP Growth (See Achievement Data)
 - % of students proficient
 - % meeting projected growth
 - Conditional Growth Index
- ACT:
 - Average composite score
- Perceptual Data
 - Annual PLC Survey

[Achievement Data Charts](#)

Action Step(s)	Timeline		Responsible Parties
Exploration Begin developing initial understanding of PLC practices in high performing schools.	August 2018	May 2019	Cecilia Wilken, Early Adopter Work Group
Exploration Complete a needs assessment regarding PLC beliefs and practices (future Annual PLC Survey).	May 2019		Cecilia Wilken, Districtwide, ESU #3
Initial Implementation Early Adopter Work Group buildings participate in professional learning, identify non-negotiables, and develop an action plan within the school improvement plan for implementation. Develop districtwide practices and expectations for PLC. Receive feedback from the Guiding Coalition.	June 2019		Cecilia Wilken, Early Adopter Work Group Buildings
Establish the Guiding Coalition. Meet for 2 days over the summer with Building Leaders and 2 teacher leaders from each building to develop a shared understanding of beliefs, commitments, and districtwide practices in a high performing PLC. Initial Implementation Based on Early Adopter Work Group feedback following conference attendance, postponed the 2 day with Guiding Coalition. Instead, all building administrators met to debrief on the learning from the Solution Tree PLC Institute in June.	Summer 2019		Cecilia Wilken, Guiding Coalition members, ESU #3 All Administrators
Initial Implementation Begin initial implementation with 4 buildings serving as Early Adopters Work Group (BL, KW, WW, RMS).	August 2019	May 2020	Cecilia Wilken, Early Adopter Work Group Buildings

**See building School Improvement Plans for specific action steps			
Initial Implementation Meet monthly to share, connect and collaborate on the PLC journey.	August 2019	May 2020	Cecilia Wilken, Early Adopter Work Group Buildings
Initial Implementation Have building leaders and teacher leaders attend professional learning (ME, MB, SY, RHS). Buildings develop an action plan within the school improvement plan for implementation.	July 2020		Cecilia Wilken, Work Group II Buildings
Initial Implementation Begin initial implementation with 4 additional buildings. **See building School Improvement Plans for specific action steps	August 2020	May 2020	Cecilia Wilken Implementation buildings staff
Initial Implementation Begin standards dive work in ELA.	January 2020 February 2020		K-6 ELA teachers
Initial Implementation Complete Annual PLC Survey and analyze data	May 2020		Districtwide
Initial Implementation Initiate an annual priority standard review at the start of the school year by grade level or department during pre-service days.	August 2020		Districtwide
Initial Implementation Professional Learning Community Work in Action	TENTATIVE: September 18, 2020		Luis Cruz (Solution Tree Consultant), Districtwide
Initial Implementation Provide professional learning on the PLC Framework that incorporates self-reflection on	District inservice 2020-2021		Districtwide

common formative assessments and professional learning communities collaboration in practice.			
Initial Implementation Have a small group attend the RTI Institute to learn more about WIN time structure.	November 2020		Early Adopter Work Group
Full Implementation To be determined based on initial implementation years.	2022 & beyond		
Monitoring To be determined based on full implementation years.	2024 & beyond		

		2016-2017	2017-2018	2018-2019
English		17.3	17.4	17.6
Math		17.8	17.8	18.0
Reading		18.5	18.7	18.8
Science		18.2	18.5	18.6
Composite		18.1	18.3	18.4

2018-2019 ELPA Proficiency Status				
	Rate	LEP Total	On Track (1 Point)	Making Partial Progress (1/2 point)
District	43%	251	90	40
BL	47%	42	17	6
KW	40%	25	7	6
MB	58%	58	24	9
ME	40%	21	6	5
SY	50%	11	5	1
WW	33%	15	3	4
RMS	50%	28	11	6
RHS	36%	51	17	3

RPS District EL Student Spring Count	
Year	Student Count
2016	260
2017	290
2018	319
2019	379
2020	434
*From 2016 to 2020, our EL student count increased by 66.9%.	

	2016-2017 Enrollment	2017-2018 Enrollment	2018-2019 Enrollment	2019-2020 Enrollment	2020-2021 Enrollment
Program of Study Capstone Course Completers	113	118	151	275	
Customized Internships	0	0	3	7	
NDE Programs of Study offered				15	16
Dual Credit (w/ and w/o AP)			380		
AP only offerings		23	145	79	
MCC Academies	7	12	15	22	
				*anticipated	



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FEBRUARY 2020

UPCOMING EVENTS

STATE EDUCATION CONFERENCE
CALL FOR PROPOSALS

Due March 6

NASB LEGISLATIVE LUNCHES

MARCH 16 | Holdrege

MARCH 16 | York

NAEP STATE CONVENTION

MARCH 31 - APRIL 1 | GRAND ISLAND

NSBA ANNUAL CONFERENCE

April 4-6 | Chicago

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MORRILL PROVIDING AFFORDABLE CHILDCARE & PRESCHOOL TO ALL CHILDREN OF THE DISTRICT

By Joe Sherwood, Superintendent; and Sunny Edwards, Early Childhood Director

“It’s old news that early childhood education is one of the best investments any educational system can make, so here’s the question: Where is early childhood education in your [district’s priorities]? The failure to focus on early childhood education – perhaps the single greatest return on investment any educational system can have – is illustrative of the broader error in accountability in which we chase metrics rather than make decisions based upon value for students and communities.”

Dr. Douglas Reeves

On a fair August day in 2017, in the farthest west school district eight miles east of Wyoming, little children, moms and dads, and extended family converged on a new building opening where Morrill students had once come to school for 80 years. In what used to be the elementary and secondary buildings now sits a new 11,000 square foot building to educate children from six weeks to pre-kindergarten.

Fourteen eager staff in five classrooms welcomed these children and families to the new facility. As superintendent I was as excited, if not more than all of the children, as the school board and I had been working on building this program for the previous two years.

In the fall of 2015, the Morrill School Board and administration held our first meeting to gather input from district stakeholders on several issues. A couple of the questions discussed that night were: “What services are we not providing that you wish that the school district would consider?” and “What would you like us to do with the vacant property where the old cafeteria was?”

With nearly 100 people present, the resounding message to the board was to use the property for an early childhood building to provide access to affordable childcare and preschool to all children in the district which includes the communities of Morrill, Henry and Lyman of Scotts Bluff County and reaches up into southern parts of Sioux County.

At the time there were two home-based childcare providers, serving less than 15 children

CONTINUED ON PAGE 2

Morrill Public Schools

Board of Education
Dave Sherrod, President
Dick Burford
Jim Hessler
Lisa Kaufman
Art Steiner
Bill Watson

Joe Sherwood, Superintendent

Enrollment = 350
NASB Region #18
www.mpslions.org

CONTINUED FROM PAGE 1

total. The district had one classroom in the elementary building for preschool to serve 3 and 4-year-olds twelve hours per week, only during the school year. This did not adequately address the needs of our community, and the stakeholders communicated these needs.

Research began immediately. A team, including the home based childcare providers, were invited to be a part of visitation groups that toured five regional preschool and childcare centers. From there the team sat down and sketched a proposal to the school board for what we thought would be the best facility in the area, yet a modest request from our taxpayers. We met with engineers and proposed a design that met the NDE Rule 11 early childhood requirements and the Nebraska DHHS licensed child care expectations. We selected a bid of \$1.5 million, and when all was said and done, the finished product was not only done ahead of schedule, but included additional features added during construction, and below budget.

The board determined for the first couple of years that the superintendent would serve as the Early Childhood Director as the new facility also houses the district office. While we advertised for certificated early childhood teachers to start the fall of 2017, we only had two certificated teachers for five classrooms. NDE and the State Board of Education granted us a year-by-year waiver concerning the requirement to have certificated teachers with an early childhood endorsement in each of our classrooms, which was very beneficial.

Local revenue generated from several sources has been a huge help. We partner with Head Start, and are also licensed by DHHS therefore children may qualify for subsidy. We have a sliding scale for families not qualifying for Head Start or subsidy – families that qualify for reduced price lunch are granted one-half price tuition. Those who do not qualify for free or reduced lunch pay full-price tuition. Children who have an IEP but don't qualify for Head Start or subsidy have their costs covered by our special education resources.

Remember the quote at the beginning of this article? According to the Nebraska Early Childhood Workforce Commission (Jan-20)

- 75% of children under 6 live in homes where all adults work
- 84% of counties don't have enough child care to meet the needs
- In 2016, 4,000+ parents were forced to leave a job, not accept a job, or change jobs because of child care problems
- Only 15% of parents statewide report being satisfied with the quality of early care and education in the city or area they live.



The Commission also wrote, *“The single most important building block of brain architecture and childhood development is reliable, positive, and consistent interactions between the developing infant or child and familiar, caring adults.”*

THIS is why Morrill Public Schools has prioritized early childhood education starting at six weeks.

We believe there will be a wonderful return on our investment. We have students that have been in our building now for three years, that came to us, non-verbal, emotionally and socially dysregulated, and now they are ready to be kindergarten learners.

Clearly, when 75% of children live in homes where all adults work, and 85% of families are unsatisfied with the quality of care, we need high quality early childhood services. The Commission is challenging law and policy makers and community leaders to address the need to develop a highly qualified effective workforce.

Sunny Edwards joined Morrill Schools in August 2019 as an Early Childhood Certificated Professional. She began as our infant room teacher, building lead teacher and coach. Within a few weeks it became evident that her knowledge, skill set, and passion for best practice was invaluable to all the children in our entire program. She then launched into the eight month Management Training Program developed by NDE required by the Nebraska DHHS for all center-

CONTINUED ON PAGE 3



MORRILL PROVIDES CHILDCARE & PRESCHOOL (CONT.)



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based childcare providers. Sunny transitioned to full-time Early Childhood Program Coordinator that December.

As all Early Childhood educators know, the majority of their time is spent on the floor. To the untrained eye, it appears to be play, and in a sense, it is. It has been said “Play is the work of childhood.” This work is built on the foundation of strong, nurturing relationships. In the Commissions finding that “reliable, positive, and consistent interactions between the developing infant or child and familiar, caring adults” – RELATIONSHIPS are the single most important building block of brain architecture and childhood development.

“If a child doesn’t know how to read, we teach. To swim, we teach. To multiply, we teach. To drive, we teach. To behave, we teach.”

Per Rule 11, we are hiring trained professionals, certificated teachers, or those in the process toward certification. NDE and the State Board of Education have proposed a revision that, if signed by the Governor, would allow all Nebraska districts to do what Morrill and ESU 13 have been permitted to do for the past several years.

In every classroom we implement teacher collaboration, parent/teacher leadership committees, on-site coaching, module training, observation tools, behavioral plan creation and implementation with families. We are a licensed day care center, meeting the requirements set by DHHS. We partner with Head Start, meeting all of their requirements, as 20 of our preschool students have a seat funded by Head Start. Our objectives for development and learning span birth through third grade enabling teachers to track children’s development and learning along the way. The objectives cover ten areas of development and learning, including Math, Social-Emotional, Language and Literacy, and so on, with a total of 38 objectives as data collection points, focusing is on the whole child’s growth and development.

There are many other very important parts that we are adding into the framework like Zumbini, Circle of Security, Zones of Regulation, Anne Meeker-Watson Musical Therapist musical sets, Second Step social emotional support, and more.

Knowing the WHY has been an intricate part of every discussion, professional development session, family engagement and so on. Our



sights are set on developing a highly qualified effective workforce in a developmentally appropriate environment. We focus on the WHY, not just the WHAT of Early Childhood education and it is elevating our workforce, children, and families.

Our building is open year round from 7:00 AM to 6:00 PM, M-F, except major holidays and a few days for staff development. We provide care-taker services to the moms, dads, and guardians of 75 children as an extension of the family.

We partner with the primary care givers, while they are at work, to extend the secure base and safe haven that every child needs in order to engage in confident risk taking as they play, explore and develop into healthy, fully developed, learning ready children.

We provide consistent, reliable, caring, and highly qualified adults who are equipped and effectively attending to all the developmental dimensions appropriate to the ages and stages, reflective of the individuality of each child and their family.

If you were intrigued by this article and want to learn more, feel free to contact us by emailing joe.sherwood@mplsions.org

Joe & Sunny, along with school board president David Sherrod, will be presenting more on this topic at the Spring NRCSA Conference in Kearney on March 26-27



NASB IN D. C. - EQUITY, ADVOCACY & THE HILL

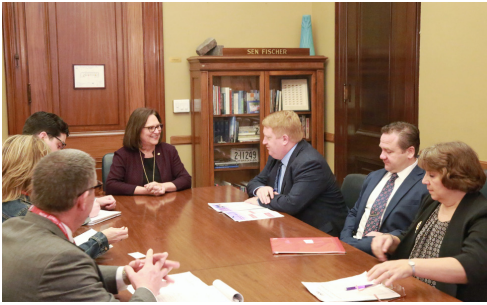
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A number of your sbm peers and education leaders hit up Washington, D.C. for the NSBA Equity Symposium and Advocacy Institute a few weeks back, and were then able to spend a day on The Hill speaking to the offices of all our federal representatives.

Here are some photos and a quick rundown from Ellie Higgins, a current Junior at Nebraska City Public Schools, who has the benefit of knowing the current NASB President fairly well, and convincing her as well as her teachers that missing a few days of school for some hands on history homework is a fair tradeoff.



Ellie

How was DC?

Awesome! It was a very cool experience to see so many people who are passionate about public education. I loved watching advocacy in action. Watching the school board members speak to our senators and representatives was incredible, but it was even more incredible watching them work together to find solutions to difficult problems. It was very inspiring and I hope I can go back!



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From your NASB Board Leadership Team

MONTHLY BOARD REMINDERS

March 2, 2020 - Last day for **non-incumbents** (new filers) to file for office on primary election.

**ESU filing deadline for incumbents is July 15, 2020 and non-incumbents must file by August 3, 2020.*

NASB Event – NASB Membership Renewal (2% savings if membership is received by April 1)

Planning – Receive progress updates on District Goals and/or Strategic Plan progress

Budget – Board-Administrator Budget Work Session

Curriculum – Review School Improvement Plan and Alternative Education Program

Policy Review – Monthly agenda item to review, update, and adopt board policies

BOARD CANDIDATE ENGAGEMENT

Did you know that 2020 is an election year? In case you missed that memo, the deadline for board incumbents has passed and the filing deadline for non-incumbents is fast approaching. The NASB Board Leadership staff advocates for each superintendent and board president to initiate a positive working relationship with the non-incumbents:

- Contact the County Election Commissioner and/or County Clerk to determine who has filed
- Conduct a meet and greet at the district office by inviting each non-incumbent board member to a meeting with the superintendent and board president. Agenda might include:
 - Share a copy of the Board Member Code of Ethics/Conduct and the Annual Board Calendar
 - Discuss and determine the interests or motivations the non-incumbent intends to bring to his/her role as a board member
 - Invite each non-incumbent to observe monthly board meetings immediately
 - Encourage the non-incumbent to self-educate by familiarizing himself/herself with:
 - 1) District website and district policy
 - 2) Minutes from the past year's board meetings and workshops
 - 3) Geographic and building boundaries of the school district
 - Exchange contact information
 - Allow time for the non-incumbent to ask questions and encourage him/her to sustain connections so that the district may support them as they learn about serving as a board member and the demographics and qualities of the school district

By initiating and building a positive working relationship with the non-incumbent, this enables the board and superintendent to accelerate the growth and quality of the future working relationship. Of course, following official election to the board, the Association advocates for the superintendent and board to lead the newly elected board members through a comprehensive district orientation process, attend the NASB New Board Member Workshop in your area, and other learning opportunities to help them grow in their new role. This initial engagement creates a positive first impression of the district and leadership team.

PREPARING TO SERVE

What can you expect from your Association? The NASB Board Leadership Team will provide Board Candidate Webinars (July 27, September 21, and October 12) which will educate potential board members on how they can be most effective in carrying out the proper roles and responsibilities, chain of command, etc. The General Election will be followed by six (6) New Board Member Workshops scheduled (Gering, North Platte, York, Broken Bow, West Point, and La Vista) in early December.

Look for more information in the coming months. ~Marcia, Kori, Melissa, and Karla



WHAT'S NEXT? ENGAGED MEMBERS TAKE OVER LIC

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With an agenda packed with Speakers, former Speakers, the Lt. Governor, Committee Chairs, and more, this year's Legislative Issues Conference answered some pressing questions, while posing a few new ones. Hundreds gathered to hear about this year's landscape, NASB's gameplan, and to network, and ask questions of their state senators.

Sunday evening we heard from former Speaker Greg Adams, on why school finance is so hard. "It's not complicated it's complex!" he said in explaining the TEEOSA formula. He went on, "Equalized and equal are not the same thing. Don't ever forget that. You hand out as much as you can, and sometimes that means somebody gets more and somebody gets less."

Monday began with a welcome from NASB President, Stacie Higgins, "I'm excited how this year's agenda has shaped up. Over the last few years, we have increased our engagement with our state senators, strengthening those relationships, and opening up new lines of communication. But what's next? While in Washington D.C. last weekend for the NSBA Advocacy Institute, it dawned on me that we as school board members need to stop thinking and acting like we are a special interest group. We are so much more than that. As a staff member from Congressman Jeff Fortenberry's office commented, "As a school board member, you have a better pulse on the community than any other group we meet with."

Higgins went on to say, "Embrace your role as community leaders, continue to educate your Senators on education. Don't assume they know what is going on inside your buildings. Don't let them tell what they think is your story. More and more, we as school leaders are being sought out by the policy makers themselves earlier in the process, to get the true pulse of our schools."

From there, it was a morning filled with great discussion & engagement from Lt. Governor Mike Foley, Senators Mike Groene, Lou Ann Linehan, Tom Brewer, Lynne Walz, and Speaker Jim Scheer, as well as presentations by Stand For Schools, and a bill overview with NASB's Colby Coash and Legislation Committee Chair, Brad Wilkins.

After that, it was lunch with the Senators. Thanks to all who made it to Lincoln to advocate for public education in your districts, communities and all of Nebraska!



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Did you know ... 10 of the current 49 Senators first sat in your chair as a school board member? This is the ninth installment where we sit down with a former sbm now serving as a state senator to learn about the transition, how their experience on the school board has helped them inside the Capitol, and get their thoughts on some of the key items regarding public education in Nebraska.

Next up is Senator Dan Hughes.

Senator Hughes was elected to the Nebraska State Legislature in 2014 to represent District 44 consisting of Chase, Dundy, Frontier, Furnas, Gosper, Harlan, Hayes, Hitchcock, Perkins, and Red Willow counties in the Panhandle. Prior to being elected to the Legislature, Senator Hughes served on the Grant/Perkins County School Board from 1998-2010. Now, on to the questions ...

Starting off, which is more fun school board or state legislature?

Both are very interesting positions, but there is no perfect job. I have to deal with many more subjects in the legislature compared to a school board member.

How did your experience as a school board member help you this past year?

An understanding that one has to research all of the issues. Look for the facts and don't take one person's perspective on the subject. Make sure to do your homework.

What have you learned as a senator that you wish you would have known when you served as a sbm?

That I would need more patience and to be a better listener.

What do current school board members need to know about interacting with senators?

I ask that you understand that we have a hundred things that need to be done right away. Although the issue that you bring to us maybe the most important thing in the world to you we have fifty individuals like you bidding for our time. It's hard to give you our full attention for very long. We ask that you keep it concise.

How has your perspective of school finance changed as a result of your new role?

There are many different resources that school boards have available for financing schools. My perspective is the same as when I served as a school board member. There needs to be a happy medium between providing good education, but not creating too high a burden on the taxpayer.



When you were a school board member, what priority issue(s) did you want the Legislature to address?

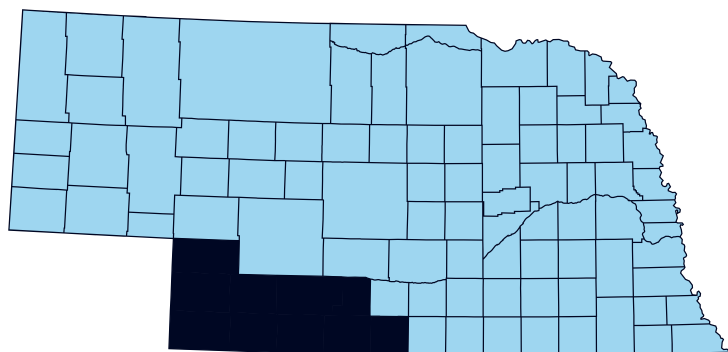
Being fairer to rural districts that have high costs because they can't take advantage of economies of scale.

What are your priorities as it relates to education?

We need to educate all of our children to the best of our ability. Understand that not every child will go to a four-year institution after high school.

How can a current school board member support you in advancing areas of mutual importance?

Schedule a one on one meeting with your senator so they can give their full attention to you.



BUILDING MOMENTUM TO SOLVE EARLY CHILDHOOD CHALLENGES

SCHOOL BOARDS

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By Matthew Hansen, Managing Editor of the Buffett Early Childhood Institute at the University of Nebraska

READ THE REPORT:

<https://buffettinstitute.nebraska.edu/-/media/beci/docs/workforce-commission-report-pages-final.pdf?la=en>

READ THE FULL ARTICLE:

<https://buffettinstitute.nebraska.edu/news-and-events/early-years-matter/nebraska-is-building-momentum-to-solve-early-childhood-educations-biggest-challenges>

You sat in the room, and you could feel it happening. School leaders and economic development experts and education experts could feel it, too. Early childhood education—quality care starting at birth—is the key to building young brains, our communities and our state’s economy, all at once. All together.

You could feel the momentum during the release of the Nebraska Early Childhood Workforce Commission report was the unmistakable sense that Nebraskans are coalescing around the common cause of early childhood education. “I think we can execute something special in the state of Nebraska,” said Sen. John Stinner, chair of the Appropriations Committee, during the rollout event.

Make no mistake: The problems mentioned by the speakers and listed in the report are daunting. Early childhood teachers often make poverty-level wages. Nebraska parents wait in long lines for good child care and fork over often-stunning costs when they get in. There is no good statewide system to make sure that quality care exists across home-based, center-based, and school-based centers.

And make no mistake: The goals listed in the report are audacious. The report proposes that we fully fund early childhood education in Nebraska by 2030 through increased funding from the federal government, the state, philanthropy and business. Parents would pay according to ability, based on a sliding fee scale.

It proposes that every Nebraska child has access to quality early childhood education, no matter if they live in Ashland or Alliance and no matter the child care setting. It proposes that we build a well-qualified, well-compensated workforce able to meet the daunting challenges of the 21st century. The report argues that meeting this challenge is possible, so long as Nebraskans themselves join together to meet it. Early childhood education has been proven to improve third grade reading scores and high school graduation rates.

NASB’s John Spatz said more and more school board members across the state view early childhood not as a cost, but as a needed investment. “Common sense will tell you this. The data will tell you this. The highest rate of return for our money is in early childhood,” he said, alluding to research showing that \$1 placed into early childhood education can return as much as \$13 later. “Everyone wins when we invest in early childhood. The question isn’t how we can afford this. The question is, how can we afford not to?”

Tawana Grover, superintendent of Grand Island Public Schools, said districts like hers are expected to close the achievement gaps between affluent and lower-income students, and between white students and students of color. They are expected to churn out high school graduates ready for college or the workforce. Increasingly, school leaders understand none of this can happen without quality early childhood education that gets students truly ready for Kindergarten.

Early childhood teachers and child care owners on the Workforce Commission and in the audience said that for the first time in their careers, they sense that their importance to the state is being properly understood.

“Something important has begun,” said Sam Meisels, founding executive director of the Buffett Institute and co-chair of the Workforce Commission. “All of this is within our reach.”

... ADVOCACY & GOVERNMENT RELATIONS

Stay up to date with the latest on all bills NASB is following & download your copy of the 'Advocacy Handbook' under the Government Relations tab of www.NASBonline.org

KEY DATES OF NOTE

Priority bills are announced by Feb 25; Full day debate begins March 3; and the final day is scheduled for April 23

THANK YOU to all of you who have come to Lincoln or done your part from home to speak with your Senator(s), advocate for you kids, and share your stories!!!

- Call Colby with any questions -

... SEARCH, STRENGTHS & AWARDS

EDUCATION LEADERSHIP SEARCH SERVICE

Contact Shari at sbecker@nasbonline.org with questions on openings or for a proposal to facilitate a search for your next Superintendent/ESU Administrator. View openings through NASB or apply now at www.nasbsuptsearch.org

GALLUP STRENGTHSFINDER

"Our lives are shaped by our interactions with others. Whether we have a long conversation with a friend or simply place an order at a restaurant, every interaction makes a difference."

- Don Clifton

If you have *Communication*, keep getting smarter about the words you use. They are a critical currency. Spend them wisely and monitor their impact.

Gallup Clifton StrengthsFinder has 34 themes (strengths) sorted into four domains. The Four Domains are Executing, Influencing, Relationship Building, and Strategic Thinking

- Shari -

... ALICAP & INSURANCE

This month's ALICAP Safety Topic is "Classroom Safety". ALICAP is asking schools and ESUs to assign a basic classroom safety course, for all teachers and paraprofessionals, during the month of February.

Thanks, Megan!



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... BOARD LEADERSHIP

Check out "At the Board Table" on Page 6 to see all that the Board Leadership team is up to, including Monthly Board Reminders, Board Candidate Engagement, and what you can expect from your Association.

Marcia, Kori, Melissa & Karla

... POLICY

An important financial duty of the Board is providing oversight of the district's capital reserve funds. The board should receive monthly or at least quarterly reports of the amounts being held in reserve, the depository institution they are in, and the change in those amounts over the previous year. Depending on the size and needs of the district, a two to five month reserve is typical.

Contact Jim to learn more!

... MEMBER ENGAGEMENT

February visits have included Arlington, Crofton, East Butler, Freeman, High Plains, Malcolm, Oakland-Craig, Osceola & Pierce.

Consider submitting a proposal for a breakout session at the 2020 State Education Conference. Proposals will be accepted now through March 6th at <https://nasb.envisiams.com/proposals>

- Sharon -

... ENERGY PURCHASING

Natural gas prices are currently near a five year low. The contracts for participation in our gas purchasing programs, NJUMP and CJUMP, roll over to continue for a period of three years. This allows our consortium to purchase layers of gas more than one year in advance so that members can take advantage of the excellent opportunities that cyclical dips in the cost of gas occasionally allow.

Contact Jim to learn more!

... TECHNOLOGY

Did you know with Sparq Meetings' February release, users now have the ability to pick and choose which attachments to include in their Agenda Report PDF?

Did you also know you will be able to preview upcoming Meetings based on permission level with the February release? This will allow you to make sure each user permission displays without a hitch during your Board Meetings!

Contact Darion at dmilller@NASBonline.org

Leadership. Innovation. Vision. Engagement. Nebraska's locally elected school board members know what it takes to #liveNASB

"I am a school board member in Nebraska. One of the 1,700 locally elected volunteers who work a full day and then choose to spend their personal time serving the needs of the students, their district, their communities, and all of Nebraska. It isn't always easy. Tough decisions need to be made. But we serve for the love and support of public education. We work every day to positively affect our country's future by helping our greatest assets to excel in their lives."
STACIE HIGGINS - NEBRASKA CITY PUBLIC SCHOOLS - NASB PRESIDENT

"As a locally elected school board member from Ainsworth Community Schools, I represent families and tax payers in Brown County, serving students from Ainsworth, Johnstown and Long Pine. While today we are one school serving all the students in our county, we remember all of the leaders, present and past who helped make our public school what it is today. Let's never forget the rich heritage and importance of public education in each of our counties, Nebraska and the U.S."
BRAD WILKINS - AINSWORTH COMMUNITY SCHOOLS - NASB PRESIDENT-ELECT

"Driving the 400 miles from my house to Lincoln, I pass by 28 Nebraska school districts. On each of those buildings are words like Public, Community, and Unified. Words that accurately embrace the mission, vision, and values of the communities in which they serve, and the community members elected to run them efficiently."
KIM BURRY - BAYARD PUBLIC SCHOOLS - NASB VICE PRESIDENT

"I am a banker, father, grandfather, and husband, among many other things. I am also a school board member. Nebraska school board members walk a number of different paths. We are republicans and democrats, mothers and fathers. We are attorneys, business owners, construction workers, doctors, farmers, nurses, ranchers, welders, and more. We bring incredible experience and perspective to the one thing that unifies us, Nebraska's public school students. We are school board members, elected to effectively and efficiently serve the public schools within our communities."
STEVE BLOCHER - WEST POINT PUBLIC SCHOOLS - NASB PAST PRESIDENT

"As a school board member and teacher serving the communities of David City and Bellwood, my passion for public education is served in the classroom, the boardroom, and at the Capitol. School board members across the state advocate and govern to provide opportunities for every child in their community. We are locally elected moms, dads, grandparents, and business owners striving to strengthen our communities through the growth of our public schools and the students of our great state."
STEPHANIE SUMMERS - DAVID CITY PUBLIC SCHOOLS - NASB LEGISLATION COMMITTEE

"There is no better foundation for the future of Omaha and Nebraska than providing a strong education for our children, today. I am proud to serve the 54,000 students of our district and grateful to the voters of our community who trust us with such an important role. Across more than 100 schools and programs, we have an exceptional opportunity to educate and inspire a new generation of leaders."
DR. SHAVONNA HOLMAN - OMAHA PUBLIC SCHOOLS - NASB BOARD OF DIRECTORS

"I have grown up, graduated from, and am now serving my 24th year on the board of education in Ralston. Two years ago I was fortunate enough to travel the state as your NASB President. My peers welcomed me into their communities and showed me what I already knew. Nebraska is beautiful, filled with amazing people in towns big and small, and dedicated to all students succeeding. I am proud to serve my community as a local school leader, and to know I serve with 1,700 others working to make this state a great place to live."
LINDA RICHARDS - RALSTON PUBLIC SCHOOLS - NASB PAST PRESIDENT

"I am a proud 2nd generation school board member with 28 years of board experience; a father who has had four children raised through public schools; my daughter is a teacher at our public school. I am a farmer, property tax payer and a tireless advocate for Hershey Public Schools. We proudly serve without hesitation all students, no matter race, religion, gender, economic status or educational need and we do an awesome job considering Nebraska, as a state, ranks near last in the nation in funding for its public schools."
STEVE KOCH - HERSHEY PUBLIC SCHOOLS - NASB LEGISLATION COMMITTEE

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Join NASB, as we travel the state for various workshops, meetings and events throughout the year.
To learn more, and register, visit the Events tab of www.NASBonline.org

REGISTER
NOW!

<http://members.nasbonline.org/index.php/events>

*To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.
If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.*

MARCH

STATE EDUCATION CONFERENCE - CALL FOR PROPOSALS | DUE MARCH 6

<https://nasb.envisiams.com/proposals>

LEGISLATIVE LUNCHES | MARCH 16 | HOLDREGE & YORK | DETAILS TO COME



NAEP STATE CONVENTION | MARCH 31-APRIL 1 | GRAND ISLAND

<http://members.nasbonline.org/index.php/naep-state-convention>

APRIL

NSBA ANNUAL CONFERENCE | APRIL 4-6 | CHICAGO

MARK YOUR CALENDAR FOR THE NEBRASKA RECEPTION - SATURDAY, APRIL 4 - LOCATION TBD!



2020 STATE EDUCATION CONFERENCE PROPOSALS | DUE MARCH 6

[HTTPS://NASB.ENVISEAMS.COM/PROPOSALS](https://nasb.envisiams.com/proposals)

Growing Greatness

The graphic features the words 'Growing Greatness' in a large, white, rounded font with a slight shadow. The text is set against a background of lush green trees and foliage, with sunlight filtering through the leaves.

Board Presidents: Check your inbox each month for the monthly 'NASB Update' to include in your meeting agenda.
Please contact mbelka@NASBonline.org with any questions, or if you are not receiving them.

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A monthly publication from the Nebraska Association of School Boards



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IN THIS EDITION

MORRILL PROVIDING AFFORDABLE CHILDCARE & PRESCHOOL TO ALL CHILDREN OF THE DISTRICT

NASB IN D. C. - EQUITY, ADVOCACY & THE HILL

AT THE BOARD TABLE

WHAT'S NEXT? ENGAGED MEMBERS TAKE OVER LIC

FROM SCHOOL BOARD TO THE STATE CAPITOL WITH SEN. HUGHES

BUILDING MOMENTUM TO SOLVE EARLY CHILDHOOD CHALLENGES

CALL FOR STATE CONFERENCE PROPOSALS

TRAINING, NETWORKING, ENGAGEMENT & EVENTS

... AND MUCH MORE!

AS WELL AS "THIS MONTH IN ..."

... ADVOCACY & GOVERNMENT RELATIONS

... ALICAP & INSURANCE

... BOARD LEADERSHIP

... ENERGY PURCHASING

... MEMBER ENGAGEMENT

... POLICY

... SEARCH, STRENGTHS & AWARDS

... TECHNOLOGY

Student / Staff Count 2019-2020 School Year

Elem. School	Grade																		Total *Student / Staff	
	PS		KG		1		2		3		4		5		6					
	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud		
All Student Counts Are Actual SIMS Enrollment Figures																				
BLUM	2	26	2	42	3	50	3	49	3	50	3	53	2	46	2	51	21	341		
KW	2	22	1	23	1.5	26	1.5	23	1.5	31	1.5	27	1.5	30	1.5	19	10	179		
MEAD	2	36	2	46	2	41	2	46	2	41	2	37	2	51	2	41	14	303		
MOCK	1	20	3	47	2	56	3	52	2	49	3	50	2	49	2	51	17	354		
SEY	1	18	2	32	1.5	32	1.5	34	1.5	34	1.5	33	1.5	31	1.5	39	11	235		
WW	2	37	2	44	2	39	2	31	2	34	2	46	2	48	2	37	14	279		
Totals By Gr	10	159	12	234	12	244	13	235	12	239	13	246	11	255	11	238	87	1691		
*Does not include PS																				
Blum. & Sey. SPED staff & KW Hearing Impaired for K-6 is added to staff Total																				
Sec. School	7		8		9		10		11		12		TOTAL							
	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud				
RMS		249		224											0	473				
RHS						243		251		255		255	0	1004						
Totals	Staff	*Stud	Ratio		*Stud 18-19		Change for 19-20													
BLUM	23	367	16/1		390		-23		*Includes PS											
KW	12	201	17/1		194		7													
MEAD	16	339	21/1		344		-5													
MOCK	18	374	21/1		383		-9													
SEY	12	253	21/1		247		6													
WW	16	316	20/1		287		29													
Totals	97	1850	19/1		1845		5													
RMS	36	473	13/1		453		20													
RHS	70	1004	14/1		1039		-35													
Sec. Total	106	1477	14/1		1492		-15		Feb 19 2020											
Dist. Total	203	3327	16/1		3337		-10		1:54 PM											

School Resource Officer Program Memorandum of Understanding

Interlocal Agreement

~~The parties enter into this agreement under and by virtue of the power granted by the Interlocal Cooperation Act Nebraska Statutes 13-801 through 13-827. This Interlocal Agreement is between the City of Ralston, hereinafter referred to as the "City", and the Ralston Public School District, hereinafter referred to as the "District".~~

This Memorandum of Understanding ("MOU") is made and entered as of the date fully executed below, by and between the City of Ralston ~~Police Department and (the "City")~~, Douglas County School District No. 54, also known as ~~the~~ Ralston Public Schools ("RPS") and the Ralston Police Department (the "Department").

RECITALS

WHEREAS, RPS, the ~~Ralston Public Schools~~City, and the ~~Ralston Police~~ Department share the goal of promoting school safety and a positive school climate;

WHEREAS, All parties acknowledge that crime prevention is most effective when ~~the Ralston Public Schools~~RPS, the ~~Ralston Police~~ Department, parents, behavioral health professionals, and the community are working in a positive and collaborative manner;

WHEREAS, ~~the Ralston Public Schools~~RPS and the ~~Ralston Police~~ Department agree it is important to create a school environment in which conflicts are de-escalated and students are provided developmentally appropriate and fair consequences for misbehavior that address the root causes of their misbehavior, while minimizing the loss of instruction time;

WHEREAS, ~~Ralston Public Schools~~RPS staff should generally not involve the ~~Ralston Police~~ Department in enforcement of ~~the Ralston Public Schools~~RPS discipline policies;

WHEREAS, ~~the Ralston Public Schools~~RPS and the ~~Ralston Police~~ Department, recognize that student contact with the ~~Ralston Police~~ Department and ~~the Ralston Public School~~RPS staff builds positive relationships leading to better student outcomes; and

WHEREAS, ~~the Ralston Public Schools~~RPS and the ~~Ralston Police~~ Department agree that student discipline practices and referrals to the juvenile justice system need to be closely monitored to ensure fair and equitable treatment for all ~~Ralston Public School~~RPS students;

NOW, THEREFORE, RPS, the ~~Ralston Public Schools~~City and the ~~Ralston Police~~ Department agree as follows:

Section 1.0~~Section 1.0~~ Purpose,

1.1 The purpose of this ~~agreement~~MOU is ~~for~~;

a. To allow the City to assign one uniformed ~~Police Officer~~Department police officer and a marked ~~Police~~Department police car ~~for the~~to RPS's School Resource Officer Program. ~~The School Resource Officer, hereinafter referred to as the "SRO", will be assigned to work between Ralston High School and Ralston Middle School among the four District~~ to act as the Student Resource Office ("SRO"). The SRO will work at all four RPS school buildings located in ~~the territory of~~ the City. The SRO will work with the school principals at the ~~abovementioned~~four RPS schools to provide educational programs related to alcohol ~~/and~~ and drug use prevention, violence prevention ~~/and~~ and diffusion, and safety. The SRO will assist in maintaining a peaceful ~~campus~~RPS campuses and take appropriate action regarding on-campus or school-related illegal activity.

b. ~~1.2~~ To create a common understanding ~~(a) school that:~~

i. RPS administrators and teachers are ultimately responsible for school discipline and culture; ~~(b) the Ralston Police~~

ii. The Department should not be involved in the enforcement of ~~school~~RPS rules; and ~~(c)~~

iii. There is a clear delineation of the roles and responsibilities of the SRO as to student discipline, with regular review by all stakeholders, ~~is essential.~~

c. ~~1.3~~ To provide training as available to the SRO and the appropriate ~~Ralston Public School~~RPS staff on effective strategies ~~to work~~in working with students that align with ~~program~~Student Resource Officer Program goals; and

d. ~~1.4~~ To enable the parties to employ best practices so that all students are treated impartially and without bias by ~~Ralston Police Department's SRO. And to ensure the policies of Ralston Police Department and also the Ralston Public School staff are in alignment with rules and procedures applicable to Ralston Public Schools equity policies; and~~ the SRO.

~~1.5 To utilize best practices for training and oversight with the goal of reducing any existing disproportionality.~~

Section 2.0 ~~Section 2.0~~ Term

2.1 ~~2.1~~ This ~~agreement~~MOU shall be effective ~~on as of~~ the ~~on the~~ 1st [day of ~~February~~ 2006-2020, 2020] and shall continue indefinitely unless terminated by either party upon thirty days written notice to the other parties (the "Term").

2.2 ~~2.2 District~~ During the Term, the SRO shall be present at the agreed upon location each day RPS is in session. In addition, RPS may request, and the City shall provide, the SRO for ~~fall orientation~~ occasional ~~back to~~RPS school meetings.

2.3 ~~2.3~~ During days that schools are not in session, the SRO is subject to other assignments as determined by the City.

Section 3.0~~Section 3.0~~ Relationship of Parties and Duties

3.1 ~~3.1~~ ~~The City shall have the status of~~The parties acknowledge that, for purposes of this MOU, the City is an independent contractor ~~for purposes of this agreement and not an employee, partner, or agent of RPS.~~ The SRO assigned to ~~the District is~~RPS shall at all times be considered an employee of the City and shall not be considered an employee of ~~the school district and~~RPS. Accordingly, the SRO shall be subject to ~~the departmental~~Department control, supervision, policies, procedures and General Orders, with the exception that the SRO ~~is~~shall be subject to ~~the policy~~RPS policies and procedures ~~of the District in matters that involve~~involving the use and maintenance of educational records. ~~The SRO is subject to FERPA's, specifically, the Family Educational Rights and Privacy Act's ("FERPA") use and re-disclosure requirements and may use educational records only for the purposes for which the disclosure is made.~~

3.2 ~~3.2~~ ~~Compensation~~The City shall be responsible for directly paying the SRO's compensation and fringe benefits. Such payment shall be paid ~~directly by the City and shall be~~ in accordance with the ~~Ralston Police~~ Department's policies as established for its employees. The City shall at all times maintain appropriate ~~Worker's Compensation and Unemployment Insurance~~workers' compensation and unemployment insurance coverage for ~~each Police Officer~~the SRO.

3.3 ~~3.3~~ The SRO will be subject to ~~current~~Department policies and procedures ~~in effect for City Police Officers~~for police officers, including attendance at all mandated training and testing to maintain state peace officer certification. ~~This training and certification takes place throughout the year and will necessitate the absence of the SRO. This training~~The SRO shall be excused from his or her duties under this MOU to attend such trainings as provided in this Section. Trainings will be at no additional cost to ~~the District. Section 6 outlines required training~~RPS.

Section 4.0~~Section 4.0~~ School Resource Officer SRO Selection, Transfer, and Removal

4.1 ~~4.1~~ ~~The District~~RPS and the City shall mutually agree upon the appropriate ~~Police Officer~~Department police officer as the SRO. The Department's Chief of Police ("Chief of Police") will make all appointments under this MOU.

4.2 ~~4.2~~ If ~~the District~~RPS is dissatisfied with the performance of the SRO, ~~the district~~RPS shall contact the Chief of Police ~~Chief or an~~ appropriate supervisor, who shall ~~instruct the SRO to leave the school if so required by the District. then~~ reassign the officer to another role within the ~~department~~Department, and assign a new officer ~~to~~as the SRO ~~position.~~

4.3 ~~4.3~~ The Chief of Police may unilaterally dismiss or reassign ~~an~~the SRO based on Department guidelines ~~and/or~~ General Orders, ~~and in compliance with~~ the union contract, and when it is in the best interest of the City.

4.4 ~~4.4~~ In the event of a resignation, retirement, dismissal or reassignment of ~~an~~the SRO, or in the case of long-term absences by ~~an~~the SRO, the Chief of Police shall attempt to provide a

temporary replacement for the SRO within thirty (30) school days of receiving notice of such absence, dismissal, resignation or reassignment.

Section 5.0 ~~Section 5.0 School Resource Officer and School District~~ Shared Responsibilities

5.1 ~~5.1~~ The SRO ~~will meet~~ shall:

a. ~~Meet~~ with ~~the Principals on a weekly basis~~ RPS high school administration on an as needed basis to determine SRO ~~activities, such activities~~ responsibilities. SRO responsibilities are generally not to exceed forty (40) hours per week. ~~Regular~~ The SRO's regular working hours may be adjusted on a situational basis with ~~the prior~~ the prior consent of the SRO's supervisor. ~~These adjustments shall be approved prior to the adjustments being required and should be to cover scheduled school-related activity requiring the presence of a law enforcement officer.~~

b. ~~5.2~~ Provide Work alongside RPS to develop and provide a program of educational leadership by acting as a guest speaker ~~in~~ addressing tobacco, alcohol, and ~~other~~ drug issues ~~and in addressing~~ violence diffusion and violence prevention, and school safety issues ~~in the school community.~~

c. ~~5.3~~ Act as a communication liaison with law enforcement agencies, and provide basic information concerning students on the campus served by the officer on the four campuses located within the City.

d. ~~5.4~~ Present programs to parents on issues related to tobacco, alcohol, and other drugs, violence prevention and safety.

e. ~~5.5~~ Provide informational in-services for staff on issues related to alcohol ~~and other~~ drugs ~~and the law~~, violence, gangs, safety and security.

f. ~~5.6~~ Gather information regarding potential problems such as criminal activity, gang activity, and student unrest, and attempt to identify particular individuals who may be a disruptive influence to ~~the school~~ RPS and ~~or its~~ students.

g. ~~5.7~~ Assist in maintaining order ~~and enforcing school policies on school~~ on RPS property; and

h. Refer RPS students and/or their families to the appropriate agencies for assistance when in need.

5.2 In conjunction with school officials, the SRO will take ~~the~~ appropriate law enforcement action, consistent with a ~~Police Officer's duty~~ police officer's duties. As soon as practicable, the SRO shall make the ~~Principal of the school aware of such action. At the Principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under the authority of law. Whenever practicable~~ appropriate RPS principal aware of such action. Whenever possible, the SRO shall advise the ~~Principal~~ principal before requesting additional ~~Police~~ Department assistance on campus.

5.3 ~~5.8 Refer students and/or their families to the appropriate agencies for assistance when need is determined.~~

5.4 ~~5.9~~ The SRO shall not act as a school disciplinarian. However, if ~~the~~an RPS administrator reasonably believes ~~the~~a particular incident is a violation of ~~the~~ law, the administrator may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate.

5.5 ~~5.10~~ The SRO can perform other duties as may be mutually agreed upon in writing by the City and ~~the District~~RPS.

5.6 ~~5.11~~ The ~~Ralston Police~~ Department shall inform ~~the Ralston Public Schools~~RPS of its policy that addresses when a parent or guardian will be notified or present, ~~when~~in a language that such parent or guardian understands, if a student is subject to questioning or interrogation by ~~an~~the SRO or other employee of the ~~Ralston Police~~ Department. In addition the ~~Ralston Police~~ Department shall also inform ~~the Ralston Public Schools~~RPS of ~~the~~its policy that addresses when a student will be advised of their constitutional rights prior to being questioned or interrogated by the SRO.

5.7 ~~5.12 The Ralston Public Schools will provide a copy of Board Policy 5022 on this topic as described above when requested. Board Policy 5022 regarding Police Interrogations and Arrest is readily available on the district's website.~~RPS shall, when requested, provide a copy of RPS Board Policy 5022 regarding police interrogations and arrest. Such policy is also readily available on the RPS website.

~~5.13 The Ralston Public Schools Board Policy 5035 entitled Student Discipline outlines which types and categories of offenses that will be reported to the School Resource Officer.~~

5.8 RPS and the Department will comply with the school's rules and standards concerning the type or category of student conduct or actions that will be resolved as a disciplinary matter by a school official and not subject to referral to law enforcement and the type of student conduct or actions that will be referred to law enforcement for prosecution. These rules and standards may be found in RPS Board Policy 5035.

5.9 ~~5.14~~ The ~~Ralston Police~~ Department shall identify the process for filing a complaint about a ~~school resource officer~~SRO with the Department, and shall make that process available to ~~the School District~~RPS.

5.10 ~~5.15~~ The SRO shall keep records on each response to a school incident that results in charges being filed. Information must include the reason for the referral and the ~~Federally~~federally identified demographic characteristics of each student involved.

Section 6.0~~Section 6.0~~ Training

6.1 ~~6.1~~ Within six (6) months ~~, Ralston Police Department personnel~~of being assigned as ~~School Resource Officers to the Ralston Public School, shall have completed~~an SRO to RPS, each SRO shall complete a minimum of twenty (20) hours of training focused on school-based law enforcement, including but not limited to, coursework focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain

development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice practices, and preventing violence in school settings.

6.2 ~~6.2~~ Within six (6) months of ~~an~~ a SRO being assigned to a school building, a minimum of one (1) administrator in each elementary and secondary school building where the SRO is stationed, ~~will have completed~~ shall complete a minimum of twenty (20) hours of training, excluding previous college coursework, focused on school-based law enforcement, including, but not limited to, course work focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice, and preventing violence in school settings.

Section 7.0 ~~Section 7.0~~ Costs

7.1 ~~7.1~~ ~~The District will~~ RPS shall pay 50% of the SRO's salary. The salary of the SRO shall be determined by reference to the collective bargaining agreement in effect between the City and Ralston FOP #21. RPS shall pay the City in four equal installments over each academic year during the Term of this MOU. Such payments shall be made on September 1st, October 31st, January 1st, and April 15th of each year. The first payment is due [_____, 2020].

7.2 ~~7.2~~ ~~The District will~~ RPS shall not pay additional costs ~~to the City~~ for:

a. ~~6.2a~~ ~~overtime;~~ Overtime;

b. ~~6.2b~~ ~~non~~ Non-school related expenses related to or resulting from law enforcement related activities; ~~such as~~ (e.g., criminal investigations and responses to gang fights, assaults, arson and court appearances~~);~~);

7.3 ~~7.3~~ The City agrees to pay all ~~of the~~ costs including of SRO training and certification.

~~7.4~~ ~~Payment from the District to the City will be made in equal installments~~ September 1st, October 31st, January 1st, and April 15th of each year of this agreement. The first payment is due September 1 2016-2020.

7.4 ~~7.5~~ ~~The District~~ RPS will provide the SRO with access to an office and ~~access~~ to such office equipment as is necessary at the assigned schools.

[Remainder of page intentionally left blank; signature page to follow.]

Executed by the parties on the date set forth opposite the names and their respective representatives:

City of Ralston
Ralston, Nebraska

Donald A. Groesser, Mayor

Date

Ralston Public School District
Ralston, Nebraska

Dr. Mark Adler, Superintendent

Date

Ralston Police Department
Ralston, Nebraska

Mark Leonardo, Chief of Police

Date

School Resource Officer Program Memorandum of Understanding

This Memorandum of Understanding (“MOU”) is made and entered as of the date fully executed below, by and between the City of Ralston (the “City”), Douglas County School District No. 54, also known as Ralston Public Schools (“RPS”) and the Ralston Police Department (the “Department”).

RECITALS

WHEREAS, RPS, the City, and the Department share the goal of promoting school safety and a positive school climate;

WHEREAS, All parties acknowledge that crime prevention is most effective when RPS, the Department, parents, behavioral health professionals, and the community are working in a positive and collaborative manner;

WHEREAS, RPS and the Department agree it is important to create a school environment in which conflicts are de-escalated and students are provided developmentally appropriate and fair consequences for misbehavior that address the root causes of their misbehavior, while minimizing the loss of instruction time;

WHEREAS, RPS staff should generally not involve the Department in enforcement of RPS discipline policies;

WHEREAS, RPS and the Department recognize that student contact with the Department and RPS staff builds positive relationships leading to better student outcomes; and

WHEREAS, RPS and the Department agree that student discipline practices and referrals to the juvenile justice system need to be closely monitored to ensure fair and equitable treatment for all RPS students.

NOW, THEREFORE, RPS, the City and the Department agree as follows:

Section 1.0 Purpose

1.1 The purpose of this MOU is:

a. To allow the City to assign one uniformed Department police officer and a marked Department police car to RPS’s School Resource Officer Program to act as the Student Resource Office (“SRO”). The SRO will work at all four RPS school buildings located in the City. The SRO will work with the school principals at the four RPS schools to provide educational programs related to alcohol and drug use prevention, violence prevention and diffusion, and safety. The SRO will assist in maintaining peaceful RPS campuses and take appropriate action regarding on-campus or school-related illegal activity.

b. To create a common understanding that:

i. RPS administrators and teachers are ultimately responsible for school discipline and culture;

ii. The Department should not be involved in the enforcement of RPS rules; and

iii. There is a clear delineation of the roles and responsibilities of the SRO as to student discipline, with regular review by all stakeholders;

c. To provide training as available to the SRO and the appropriate RPS staff on effective strategies in working with students that align with Student Resource Officer Program goals; and

d. To enable the parties to employ best practices so that all students are treated impartially and without bias by the SRO.

Section 2.0 Term

2.1 This MOU shall be effective as of the **1st** day of **April, 2020** and shall continue indefinitely unless terminated by either party upon thirty days written notice to the other parties (the "Term").

2.2 During the Term, the SRO shall be present at the agreed upon location each day RPS is in session. In addition, RPS may request, and the City shall provide, the SRO for occasional RPS school meetings.

2.3 During days that schools are not in session, the SRO is subject to other assignments as determined by the City.

Section 3.0 Relationship and Duties

3.1 The parties acknowledge that, for purposes of this MOU, the City is an independent contractor and not an employee, partner, or agent of RPS. The SRO assigned to RPS shall at all times be considered an employee of the City and shall not be considered an employee of RPS. Accordingly, the SRO shall be subject to Department control, supervision, policies, procedures and General Orders, with the exception that the SRO shall be subject to RPS policies and procedures involving the use and maintenance of educational records, specifically, the Family Educational Rights and Privacy Act's ("FERPA") use and re-disclosure requirements.

3.2 The City shall be responsible for directly paying the SRO's compensation and fringe benefits. Such payment shall be paid in accordance with the Department's policies as established for its employees. The City shall at all times maintain appropriate workers' compensation and unemployment insurance coverage for the SRO.

3.3 The SRO will be subject to Department policies and procedures for police officers, including attendance at all mandated training and testing to maintain state peace officer certification. The SRO shall be excused from his or her duties under this MOU to attend such trainings as provided in this Section. Trainings will be at no additional cost to RPS.

Section 4.0 SRO Selection, Transfer, and Removal

4.1 RPS and the City shall mutually agree upon the appropriate Department police officer as the SRO. The Department's Chief of Police ("Chief of Police") will make all appointments under this MOU.

4.2 If RPS is dissatisfied with the performance of the SRO, RPS shall contact the Chief of Police or an appropriate supervisor who shall then-reassign the officer to another role within the Department, and assign a new officer as the SRO.

4.3 The Chief of Police may unilaterally dismiss or reassign the SRO based on Department guidelines; General Orders, the union contract, and when it is in the best interest of the City.

4.4 In the event of a resignation, retirement, dismissal or reassignment of the SRO, or in the case of long-term absences by the SRO, the Chief of Police shall attempt to provide a temporary replacement for the SRO within thirty (30) school days of receiving notice of such absence, dismissal, resignation or reassignment.

Section 5.0 Shared Responsibilities

5.1 The SRO shall:

a. Meet with RPS high school administration on an as-needed basis to determine SRO responsibilities. SRO responsibilities are generally not to exceed forty (40) hours per week. The SRO's regular working hours may be adjusted on a situational basis with prior consent of the SRO's supervisor;

b. Work alongside RPS to develop and provide a program of educational leadership by acting as a guest speaker addressing tobacco, alcohol, and drug issues, violence diffusion and violence prevention, and school safety issues;

c. Act as a communication liaison with law enforcement agencies, and provide basic information concerning students on the campus served by the officer on the four campuses located within the City;

d. Present programs to parents on issues related to tobacco, alcohol, and other drugs, violence prevention and safety;

e. Provide informational in-services for staff on issues related to alcohol, drugs, violence, gangs, safety and security;

f. Gather information regarding potential problems such as criminal activity, gang activity, and student unrest, and attempt to identify particular individuals who may be a disruptive influence to RPS and its students;

g. Assist in maintaining order on RPS property; and

h. Refer RPS students and/or their families to the appropriate agencies for assistance when in need.

5.2 In conjunction with school officials, the SRO will take appropriate law enforcement action consistent with a police officer's duties. As soon as practicable, the SRO shall make the appropriate RPS principal aware of such action. Whenever possible, the SRO shall advise the principal before requesting additional Department assistance on campus.

5.3 The SRO shall not act as a school disciplinarian. However, if an RPS administrator reasonably believes a particular incident is a violation of law, the administrator may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate.

5.4 The SRO can perform other duties as may be mutually agreed upon in writing by the City and RPS.

5.5 The Department shall inform RPS of its policy that addresses when a parent or guardian will be notified or present, in a language that such parent or guardian understands, if a student is subject to questioning or interrogation by the SRO or other employee of the Department. In addition the Department shall also inform RPS of its policy that addresses when a student will be advised of their constitutional rights prior to being questioned or interrogated by the SRO.

5.6 RPS shall, when requested, provide a copy of RPS Board Policy 5022 regarding police interrogations and arrest. Such policy is also readily available on the RPS website.

5.7 RPS and the Department will comply with the school's rules and standards concerning the type or category of student conduct or actions that will be resolved as a disciplinary matter by a school official and not subject to referral to law enforcement and the type of student conduct or actions that will be referred to law enforcement for prosecution. These rules and standards may be found in RPS Board Policy 5035.

5.8 The Department shall identify the process for filing a complaint about a SRO with the Department, and shall make that process available to RPS.

5.9 The SRO shall keep records on each response to a school incident that results in charges being filed. Information must include the reason for the referral and the federally identified demographic characteristics of each student involved.

Section 6.0 Training

6.1 Within six (6) months of being assigned as an SRO to RPS, each SRO shall complete a minimum of twenty (20) hours of training focused on school-based law enforcement, including, but not limited to, coursework focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice practices, and preventing violence in school settings.

6.2 Within six (6) months of a SRO being assigned to a school building, a minimum of one (1) administrator in each elementary and secondary school building where the SRO is stationed shall complete a minimum of twenty (20) hours of training, excluding previous college coursework, focused on school-based law enforcement, including, but not limited to, course work focused on school law, student rights, understanding special needs of students and students with disabilities, conflict de-escalation techniques, ethics, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, restorative justice, and preventing violence in school settings.

Section 7.0 Costs

7.1 RPS shall pay 50% of the SRO's salary. The salary of the SRO shall be determined by reference to the collective bargaining agreement in effect between the City and Ralston FOP #21. RPS shall pay the City in four equal installments over each academic year during the Term of this MOU. Such payments shall be made on September 1st, October 31st, January 1st, and April 15th of each year. The first payment is due **April 15, 2020**.

7.2 RPS shall not pay additional costs for:

a. Overtime;

b. Non-school related expenses related to or resulting from law enforcement related activities (e.g., criminal investigations and responses to gang fights, assaults, arson and court appearances);

7.3 The City agrees to pay all costs of SRO training and certification.

7.4 RPS will provide the SRO with access to an office and to such office equipment as is necessary at the assigned schools.

[Remainder of page intentionally left blank; signature page to follow.]

Executed by the parties on the date set forth opposite the names and their respective representatives:

City of Ralston

Ralston, Nebraska

Donald A. Groesser, Mayor

Date

Ralston Public School District

Ralston, Nebraska

Dr. Mark Adler, Superintendent

Date

Ralston Police Department

Ralston, Nebraska

Mark Leonardo, Chief of Police

Date

INTERLOCAL COOPERATION ACT AGREEMENT

THE CITY OF RALSTON, NEBRASKA

AND

DOUGLAS COUNTY SCHOOL DISTRICT NO. 54

FOR THE USE AND MAINTENANCE OF ORVAL SMITH BASEBALL FIELD AND CROWN
AND WAGER SOFTBALL FIELDS

This Interlocal Agreement (“Agreement”) is made and entered into on the dates provided below by and between DOUGLAS COUNTY SCHOOL DISTRICT NO. 54, a political subdivision, (hereinafter referred to as “District”) and the CITY OF RALSTON, NEBRASKA, a municipal corporation, (hereinafter referred to as “City”).

WHEREAS, the Interlocal Cooperation Act, Neb. Rev. Stat. §13-801 et seq., (the “Act”), of the State of Nebraska, provides that two or more public entities may enter into an agreement for shared or cooperative action, and this Agreement is made and entered into pursuant to the provisions of that Act and other Nebraska laws, and no separate legal or administrative entity is created for any of the cooperative undertakings established under this Agreement; and

WHEREAS, the Parties are public agencies organized under the laws of the State of Nebraska; and

WHEREAS, the City owns and maintains as part of its park system a baseball field on Woodlawn Avenue and Park Drive, known as Orval Smith Field, and softball fields on Park Drive between 79th and 80th Streets, known as Crown Field and Wager Field, hereinafter referred to as “fields”. For purposes of this agreement, fields includes the playing field including the dugouts and areas within the fields that are “out of play”, as well as the area within the fences marking the park boundary and all permanent fixtures associated with the field, including but not limited to: fences, the grand stand and press box, bleachers, batting cages, and the parks maintenance area and buildings, but specifically excluding all machinery, equipment and appliances not permanently affixed to the premises. Concession stands are addressed separately in this Agreement and shall not be included in the definition of fields.

WHEREAS, the District maintains a high school athletic program that includes boy’s baseball and girls softball; and

WHEREAS, for many years the fields have been used by District to host the home games and practices of the Ralston High School baseball and softball teams. The Orval Smith Field has also been used by the Ralston Legion Post No. 373 for home games of its Legion Summer Teams; and the Ralston Area Baseball Association for its summer Pony League program.

WHEREAS, the Parties have purposes for cooperative action as provided herein; and
WHEREAS, the Parties desire to enter into this Interlocal Cooperative Agreement to accomplish those purposes;

NOW, THEREFORE, IN CONSIDERATION of the foregoing recitals and their mutual covenants, the Parties hereby agree as follows:

- A. Purpose. Contributions. District and City Responsibilities and Duration. The purpose of the RALSTON SCHOOL DISTRICT and CITY OF RALSTON Field Use Interlocal Cooperative Agreement is to create a one year cooperative undertaking between the District and the City to determine the efficiency, reasonability and financial efficacy of creating a plan for the administration, repair and maintenance of the fields. Commencing **immediately** and terminating on **February 28, 2021**, the parties shall have the following rights and responsibilities with regard to the fields:

DISTRICT RIGHTS AND RESPONSIBILITIES:

1. Use of fields:
 - a. Orval Smith Field: District will be given access to Orval Smith Field and all of its facilities. Except as provided in Section A9, access shall be exclusive to the District and may not be assigned by the District to any other person, entity or organization without the express permission of the City, which shall not be unreasonably withheld. Except as otherwise set forth below, District shall at its own expense provide all upkeep, maintenance, management and scheduling of games and practices at Orval Smith Field. District shall provide its own equipment and personnel for said purpose and shall provide all fertilizer, chemicals and other consumable supplies to maintain the field. The parties will share equally in the costs of light bulbs in the field lighting system and repairs to the field lighting system. District shall pay for the first \$4,000.00 of capital improvements needed for the facilities, with the City providing for all capital improvement expenses in excess of \$4,000.00 in the aggregate. Capital improvement items may include the electrical system, the drainage, water or sewer system, the sound system, the scoreboard, the bleachers, the grand stand and press box, concession stand, batting cages, fencing or any other improvements. Notwithstanding the forgoing provisions of this paragraph, the District shall be, and the City shall not be, responsible for any capital improvement expenses which are the result of damage done to the fields and facilities by the District, its employees, agents, volunteers, students or licensees, reasonable wear and tear excepted, or which are covered by insurance maintained by the District.
 - b. Crown and Wager Fields: District will be given primary access to Crown and Wager Fields and all facilities associated with these fields, including batting cages (but excluding pitching machines owned by the RGSA), during the District's softball season, which shall be from July 15th through October 15th unless otherwise agreed to by District and City. During this time, District shall have the right to schedule its use of these fields before all others and to exclude others from the fields during the District's scheduled times. District shall not unreasonably restrict access to Crown and Wager Fields by RGSA or RABA during times not otherwise scheduled by the District for its own use. District's right to use Crown and Wager Fields shall be exclusive to the District and may not be assigned by the District to any other person, entity or organization without the express permission of the City, which shall not be unreasonably withheld. Except as otherwise set forth below, District shall, at its own expense, provide all upkeep and maintenance of the outfields at Crown and Wager Fields in a consistent manner for the benefit of all users throughout the term of this Agreement. District shall provide its own equipment and personnel for said purpose and shall provide all fertilizer, chemicals and other consumable supplies to maintain the field. The parties will share equally in the costs of light bulbs in the field lighting system and repairs to the field lighting system. District shall pay for the first \$4,000.00 of capital improvements needed for the facilities, with the City providing for all capital improvement expenses in excess of \$4,000.00 in

the aggregate. Capital improvement items may include the electrical system, the drainage, water or sewer system, the sound system, the scoreboard, the bleachers, the grand stand and press box, batting cages, fencing or any other improvements. Notwithstanding the forgoing provisions of this paragraph, the District shall be, and the City shall not be, responsible for any capital improvement expenses which are the result of damage done to the fields and facilities by the District, its employees, agents, volunteers, students or licensees, reasonable wear and tear excepted, or which are covered by insurance maintained by the District.

2. District shall have access to the existing concession stand at Orval Smith Field only. District agrees that during the term of this agreement that it will keep the concession stand in clean and good repair and return it at the end of the term in the same condition, reasonable wear and tear excluded. District is authorized to license one or more other civic groups to operate and handle concessions and the District may share the proceeds of the forgoing activities. Otherwise, District shall retain all proceeds received from the sale of concessions, admission charges, sponsorships, and all other revenue generated by the exhibition of baseball games at Orval Smith Field.
3. District shall have the right to sell and erect sponsorship signage at Orval Smith Field throughout the term of this agreement, and at Crown and Wager Fields during the term of District's softball season only. All signage shall be subject to the approval of the City which shall not be unreasonably withheld. District shall retain all proceeds received from the sale of such signage and related sponsorships.
4. District shall carefully log and provide an accounting for all of its costs and expenses and revenue associated with this Interlocal Agreement and provide to the City upon request.
- ~~5. District shall pay City, within 30 days of executing this Agreement, the sum of four thousand, six hundred fifty six dollars and seventy four cents (\$4,656.74). Such sum represents 25% of the average amounts billed by the Omaha Public Power District and the Metropolitan Utilities District for the fields in 2017 and 2018.~~

Proposed: City shall assume the cost of all utilities billed by the Omaha Public Power District and the Metropolitan Utilities District up to \$18,000 for the period March 1st, 2020 to February 28th, 2021. The District shall pay the City for any remaining difference between \$18,000 and the actual amount billed for the period.

6. District will provide its insurance certificate or other proof of (i) liability insurance in an amount of not less than Two Million Dollars and (ii) casualty insurance in an amount of not less than the replacement value of improvements currently located on the field, naming the City of Ralston additional insured.
7. District is authorized to make improvements as it deems necessary or desirable to the fields and facilities subject to the approval of the City, which shall not be unreasonably withheld. Any such improvements will become the property of the City at the termination of this agreement.
8. To the extent permitted by law, the District shall defend, indemnify, and hold harmless the City, its officers, officials, employees and volunteers from and against any and all claims, suits, actions, or liabilities for injury or death of any person, or for loss or damage to property, which arises out of the District's use of City-owned athletic facilities and fields or from the conduct of District, or from any activity, work or thing done, permitted, or suffered by District in or about the City-owned athletic facilities and fields, but, in each case, only to the extent such injury or

death or loss or damage to property shall have been occasioned by the negligence or willful misconduct of the District.

9. District shall continue to cooperate the RGSA, RABA and the Ralston American Legion for cooperative use of Orval Smith and Crown and Wager Fields. RGSA, RABA and the American Legion shall have the right to perform additional maintenance and make additional capital improvements to the fields at their sole option and expense, subject to the approval of the City.

CITY RIGHTS AND RESPONSIBILITIES:

1. City will pay all expenses for utilities, i.e. electricity, water and sewer use associated with the use of the fields subject to reimbursement by the District per paragraph A5 above.
 2. City will provide its insurance certificate or other proof of (i) liability insurance in an amount of not less than Two Million Dollars and (ii) casualty insurance in an amount of not less than the replacement value of improvements currently located on the field.
 3. City will provide parking lot maintenance and snow removal.
 4. City shall carefully log and provide an accounting of all of its costs and expenses associated with this Interlocal agreement and provide to the District upon request.
 5. City shall regularly clean parking lots, pick up trash, and clean restrooms.
- B. On **February 1, 2021**, or on such other date as may be agreed by the parties, City and District representatives shall meet to evaluate the efficacy of this agreement and determine whether a continuing or long term agreement for the maintenance, management and scheduling of Orval Smith Field is appropriate.
- C. Binding Effect. This Agreement shall be binding upon and inure to the benefit of the parties hereto, and their respective heirs, devisees, personal representatives, successors and assigns.
- D. Amendments. This Agreement may only be amended or modified in writing signed by all parties to this Agreement.
- E. Further Assurances. Each party will use its best and reasonable efforts to successfully carry out and complete each task, covenant, and obligation as stated herein. Each of the parties shall cooperate in good faith with the other and shall do any and all acts and execute, acknowledge, and deliver any and all documents so requested in order to satisfy the conditions set forth herein and carry out the intent and purposes of this Agreement.
- F. Execution in Counterparts. This Agreement may be executed on two or more counterparts, each of which shall be an original, but all of which shall constitute one and the same instrument.
- G. Governing Law. All aspects of this Agreement shall be governed by the laws of the State of Nebraska. The invalidity of any portion of this Agreement shall not invalidate the remaining provisions.
- H. Interpretations. Any uncertainty or ambiguity existing herein shall not be interpreted against any party because such party prepared any portion of this Agreement, but shall be interpreted according to the application of rules and interpretation of contracts generally.

- I. Relationship of Parties. Neither the method of computation of funding nor any other provisions contained in this Agreement nor any acts of any party shall be deemed or construed by the City, or by any third person to create the relationship of partnership or of shared venture or of any association between the parties, other than contractual relationships stated in this Agreement.
- J. Assignment. In the case of the assignment of the obligations under this Agreement by any of the parties hereto, prompt written notice shall be given to the other party, who shall at the time of such notice be furnished with a duplicate of such assignment by such assignor. Any such assignment shall not terminate the liability of the assignor to perform its obligations hereunder, unless a specific release in writing is given and signed by the other party to this Agreement.
- K. Notice. Notices to the respective parties provided for in this Agreement shall be sufficient if sent by certified or registered mail, postage prepaid, addressed as follows or hand delivered:

To City of Ralston:
Rosemarie Russell, City Clerk
5500 South 77th Street
Ralston, NE 68127

To Ralston School District No. 54
Mark Adler, Superintendent
8545 Park Drive
Ralston, Nebraska 68127

IN WITNESS WHEREOF:

This Agreement is executed by the City of Ralston on _____, 2020.

CITY OF RALSTON

By: _____
Donald A. Groesser, Mayor

ATTEST:

Rosemarie Russell, City Clerk

This Agreement is executed by Ralston School District No. 54 on _____, 2020.

DOUGLAS COUNTY SCHOOL DISTRICT NO.54

By: _____
Dr. Mark Adler, Superintendent

February 19, 2020

14710 W. Dodge Rd., Ste. 100
Omaha, NE 68154
[P] 402.496.2498
[F] 402.496.2730
LampRynearson.com

Mr. Jason Buckingham
Ralston Public Schools
8545 Park Drive
Ralston, NE 68127-3621

REFERENCE: RPS Ralston High School
Athletic Facility Improvements 2020
Job No. 0119217.01-020/320

Dear Members of the Board:

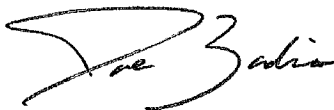
Enclosed are the tabulation of bids and a copy of the proposal of the low bidder for Athletic Facility Improvements within the above-referenced District. Nemaha Sports Construction submitted the low bid of \$1,894,858.85.

The low bidder has previously successfully completed this type of work for our clients and is qualified to complete this project within the required time. We recommend award of the work to Nemaha Sports Construction.

Please inform us if award of the work is to be made, so we can make the necessary arrangements.

Sincerely,

LAMP RYNEARSON



Joseph P. Zadina, P.E., M.B.A.
Senior Project Manager

Cg\L:\Engineering\0119217 RPS RHS Playing Field Track Improvements\DOCUMENTS\LETTERS\BIDPROP NEMAHA 200219.docx

ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY	NEMAHA SPORTS CONSTRUCTION		HELLAS CONSTRUCTION INC	
			UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
1	GENERAL GRADING AND SHAPING	1 LS	126,843.87	\$126,843.87	99,897.02	\$99,897.02
2	UTILITY RELOCATION ALLOWANCE	1 LS	10,000.00	\$10,000.00	10,000.00	\$10,000.00
3	SYNTHETIC TURF GROOMING EQUIPMENT ALLOWANCE	1 LS	7,500.00	\$7,500.00	7,500.00	\$7,500.00
4	SAWCUT - FULL DEPTH	775 LF	5.28	\$4,092.00	21.79	\$16,887.25
5	REMOVE ASPHALT TRACK AND "D" AREA PAVEMENT WITH SURFACING	7,650 SY	6.14	\$46,971.00	1.20	\$9,180.00
6	REMOVE FIELD EVENT SURFACING	415 SY	5.96	\$2,473.40	7.70	\$3,195.50
7	REMOVE EXISTING PAVEMENT	750 SY	7.00	\$5,250.00	11.34	\$8,505.00
8	REMOVE 18" OR SMALLER SEWER PIPE	950 LF	22.23	\$21,118.50	9.14	\$8,683.00
9	REMOVE GRATE INLET	1 EA	111.15	\$111.15	3,185.52	\$3,185.52
10	REMOVE STORM SEWER MANHOLE	4 EA	1,000.35	\$4,001.40	1,116.97	\$4,467.88
11	REMOVE CHAIN LINK FENCE	850 LF	3.89	\$3,306.50	7.42	\$6,307.00
12	REMOVE TURF SYSTEM	77,600 SF	0.81	\$62,856.00	0.21	\$16,296.00
13	REMOVE CONCRETE TRACK CURB (ASSUMED)	1,160 LF	3.33	\$3,862.80	3.70	\$4,292.00
14	IRRIGATION SYSTEM MODIFICATION ALLOWANCE	1 LS	5,000.00	\$5,000.00	5,000.00	\$5,000.00
15	REMOVE GOAL POST	2 EA	111.15	\$222.30	1,753.05	\$3,506.10
16	REMOVE POLE VAULT PLANTING BOX	2 EA	111.15	\$222.30	1,464.53	\$2,929.06
17	REMOVE RADIUS POINT MONUMENT	2 EA	55.58	\$111.16	1,063.10	\$2,126.20
18	REMOVE TRENCH DRAIN	1,300 LF	2.78	\$3,614.00	7.01	\$9,113.00
19	REMOVE AND REPLACE SAND	4 EA	738.70	\$2,954.80	2,363.22	\$9,452.88

ENGINEERS ESTIMATE:\$1,800,000.00
 BID BOND AMOUNT:5% OF TOTAL BID AMOUNT

ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY	NEMAHA SPORTS CONSTRUCTION		HELLAS CONSTRUCTION INC	
			UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
20	REMOVE AND REPLACE ACCESS DRIVE PAVING (ASSUMED 6" THICK)	220 SY	75.58	\$16,627.60	132.88	\$29,233.60
21	STRIP, STOCKPILE, AND RESPREAD TOPSOIL (ASSUMED)	50 CY	22.23	\$1,111.50	87.61	\$4,380.50
22	EARTHWORK HAUL IN (ESTABLISHED QUANTITY)	400 CY	6.67	\$2,668.00	76.24	\$30,496.00
23	REMOVE AND REPLACE UNSUITABLE MATERIAL (ASSUMED)	500 CY	25.84	\$12,920.00	92.52	\$46,260.00
24	EXPLORATORY EXCAVATION	20 HR	357.06	\$7,141.20	294.51	\$5,890.20
25	SUBGRADE PREPARATION	16,300 SY	1.01	\$16,463.00	3.22	\$52,486.00
26	FLYASH SUBGRADE STABILIZATION (ASSUMED 16 LB/SF)	1,230 TN	137.82	\$169,518.60	126.30	\$155,349.00
27	CONSTRUCT 4" PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	1,650 LF	11.88	\$19,602.00	12.23	\$20,179.50
28	CONSTRUCT 6" PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	275 LF	18.83	\$5,178.25	28.17	\$7,746.75
29	CONSTRUCT 12" PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	1,040 LF	34.29	\$35,661.60	21.94	\$22,817.60
30	CONSTRUCT 4" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	16 LF	24.45	\$391.20	424.79	\$6,796.64

ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY	NEMAHA SPORTS CONSTRUCTION		HELLAS CONSTRUCTION INC	
			UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
31	CONSTRUCT 6" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	50 LF	28.90	\$1,445.00	136.95	\$6,847.50
32	CONSTRUCT 8" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	82 LF	33.35	\$2,734.70	103.51	\$8,487.82
33	CONSTRUCT 10" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	62 LF	38.90	\$2,411.80	132.27	\$8,200.74
34	CONSTRUCT 12" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	66 LF	50.02	\$3,301.32	131.81	\$8,699.46
35	CONSTRUCT 24" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	640 LF	71.14	\$45,529.60	64.50	\$41,280.00
36	CONSTRUCT 12" X 1" FLAT DRAIN LATERAL WITH FABRIC	3,410 LF	2.45	\$8,354.50	13.10	\$44,671.00
37	CONSTRUCT FLOWABLE FILL PIPE BEDDING	490 LF	57.80	\$28,322.00	32.52	\$15,934.80
38	STABILIZE TRENCH WITH CRUSHED LIMESTONE (ASSUMED)	150 TN	44.46	\$6,669.00	61.54	\$9,231.00
39	CONNECT EXISTING PIPE TO DRAIN BASIN	5 EA	575.76	\$2,878.80	663.93	\$3,319.65
40	TAP EXISTING GRATE INLET	1 EA	1,294.90	\$1,294.90	4,045.72	\$4,045.72

ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY	NEMAHA SPORTS CONSTRUCTION		HELLAS CONSTRUCTION INC	
			UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
41	CONSTRUCT 54" I.D. FLATTOP MANHOLE (2 EA)	18	878.09	\$15,805.62	3,829.68	\$68,934.24
42	ADJUST INLET TO GRADE	3	563.88	\$1,691.64	2,132.48	\$6,397.44
43	CONSTRUCT 5" PC CONCRETE SIDEWALK	4,050	6.24	\$25,272.00	10.41	\$42,160.50
44	CONSTRUCT 5" BASE STONE (TRACK AND "D" AREA)	7,445	10.92	\$81,299.40	18.40	\$136,988.00
45	CONSTRUCT 5" REINFORCED PC CONCRETE PAVEMENT	2,440	53.35	\$130,174.00	88.33	\$215,525.20
46	CONSTRUCT 5" ASPHALTIC CONCRETE PAVEMENT	5,005	35.01	\$175,225.05	46.26	\$231,531.30
47	CONSTRUCT 2.5" SYNTHETIC TURF WITH INFILL AND MARKINGS	77,600	3.78	\$293,328.00	5.44	\$422,144.00
48	FILL AND SEAL STRUCTURAL CRACK (ASSUMED)	150	7.78	\$1,167.00	33.65	\$5,047.50
49	FILL AND SEAL NON-STRUCTURAL CRACK (ASSUMED)	300	5.00	\$1,500.00	14.40	\$4,320.00
50	FULL DEPTH POLYURETHANE FILLING IN LOW AREAS (ASSUMED)	50	44.46	\$2,223.00	130.06	\$6,503.00
51	CONSTRUCT PLAYING FIELD, LATERAL TRENCH AND PERIMETER DRAIN TRENCH	8,625	3.20	\$27,600.00	2.99	\$25,788.75
52	GEOTEXTILE MOISTURE BARRIER	8,600	14.60	\$125,560.00	16.64	\$143,104.00
53	CONSTRUCT 6" BASE STONE (PLAYING FIELD)	2	341.77	\$683.54	2,628.49	\$5,256.98

ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY	NEMAHA SPORTS CONSTRUCTION		HELLAS CONSTRUCTION INC	
			UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
54	CONSTRUCT 8" X 16" PC CONCRETE CURB	2,850 LF	17.91	\$51,043.50	32.07	\$91,399.50
55	CONSTRUCT 2" x 4" TREATED LUMBER NAILER BOARD	1,160 LF	2.66	\$3,085.60	3.40	\$3,944.00
56	FURNISH AND INSTALL 8' OFFSET HINGED GOAL POST, BOX AND COVER	2 EA	9,397.44	\$18,794.88	14,348.76	\$28,697.52
57	BASE MAT SURFACING (13MM) (TRACK OVAL, "D" AREA, & RUNWAYS)	70,700 SF	1.73	\$122,311.00	2.30	\$162,610.00
58	PERMANENT PAINTED TRACK MARKINGS	1 LS	8,892.00	\$8,892.00	14,263.46	\$14,263.46
59	FURNISH AND INSTALL STAINLESS STEEL POLE VAULT PLANTING BOX	2 EA	1,553.86	\$3,107.72	3,637.99	\$7,275.98
60	FURNISH AND INSTALL ACO TRENCH DRAIN AND ADA COMPLIANT GRATE WITH PC CONCRETE ENCASEMENT	680 LF	65.82	\$44,757.60	81.39	\$55,345.20
61	FURNISH AND INSTALL 18" NYLOPLAST DRAIN BASIN WITH SOLID COVER	5 EA	1,977.71	\$9,888.55	2,855.72	\$14,278.60
62	FURNISH AND INSTALL NYLOPLAST DRAIN BASIN WITH 2'X3' HOODED CURB INLET	1 EA	4,243.71	\$4,243.71	8,755.11	\$8,755.11
63	FURNISH AND INSTALL IN-LINE CATCH BASIN AND TRASH BUCKET	4 EA	200.76	\$803.04	1,140.53	\$4,562.12
64	CONSTRUCT CATCH BASIN CONNECTION	4 EA	237.92	\$951.68	461.23	\$1,844.92
65	FURNISH AND INSTALL 4' TALL BLACK VINYL COATED CHAIN LINK FENCE	500 LF	20.90	\$10,450.00	39.78	\$19,890.00

ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY	NEMAHA SPORTS CONSTRUCTION		HELLAS CONSTRUCTION INC	
			UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
66	CONSTRUCT 3' WIDE X 4' TALL SINGLE SWING BLACK VINYL COATED CHAIN LINK GATE	3 EA	486.84	\$1,460.52	1,561.28	\$4,683.84
67	CONSTRUCT STABILIZED CONSTRUCTION ENTRANCE	150 TN	17.78	\$2,667.00	51.49	\$7,723.50
68	JET EXISTING STORM SEWER	1,000 LF	2.39	\$2,390.00	8.93	\$8,930.00
69	SEEDING - TYPE A	1 AC	3,453.55	\$3,453.55	13,828.51	\$13,828.51
70	ROLLED EROSION CONTROL, TYPE II	900 SY	1.58	\$1,422.00	3.45	\$3,105.00
71	CONSTRUCT INLET PROTECTION	11 EA	166.73	\$1,834.03	393.69	\$4,330.59
72	CONSTRUCT SILT FENCE	300 LF	3.89	\$1,167.00	14.03	\$4,209.00
73	CLEANOUT SILT FENCE	300 LF	2.22	\$666.00	14.15	\$4,245.00
74	REMOVE SILT FENCE	300 LF	2.22	\$666.00	14.09	\$4,227.00
75	CONSTRUCT 12" STRAW WATTLE	500 LF	3.09	\$1,545.00	17.71	\$8,855.00
76	CONSTRUCT 30" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	90 LF	106.70	\$9,603.00	156.37	\$14,073.30
77	FURNISH AND INSTALL 36" NYLOPLAST DRAIN BASIN WITH SOLID COVER	1 EA	7,690.47	\$7,690.47	9,422.05	\$9,422.05
	SUBTOTAL			\$1,895,158.85		\$2,577,077.00
	ADD ALTERNATE NO. 1					
78	LACROSSE FIELD MARKINGS	1 LS	4,500.00	\$4,500.00	10,630.00	\$10,630.00
	ADD ALTERNATE NO. 2					
79	CONSTRUCT SCHEDULE ADJUSTMENT 2021	1 LS	199,265.00	\$199,265.00	48,170.00	\$48,170.00

ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY	NEMAHA SPORTS CONSTRUCTION		HELLAS CONSTRUCTION INC	
			UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
	DEDUCT ALTERNATE NO.					
80	CONSTRUCT SCHEDULE ADJUSTMENT MARCH 2020	1 LS	25,000.00	\$25,000.00	18,766.00	\$18,766.00
	TOTAL BASE BID AMOUNT (ITEMS 1-77)			\$1,895,158.85		\$2,577,077.00

1

ADDENDUM NO. 1

BID FORM FOR CONSTRUCTION CONTRACT

The terms used in this Bid with initial capital letters have the meanings stated in the Instructions to Bidders, the General Conditions, and the Supplementary Conditions.

ARTICLE 1 - BID RECIPIENT

1.01 This Bid is submitted to:

RALSTON PUBLIC SCHOOLS
c/o Lamp Rynearson
14710 West Dodge Road, Suite 100
Omaha, NE 68154-2027

RALSTON HIGH SCHOOL – ATHLETIC FACILITY IMPROVEMENTS 2020
89TH STREET AND PARK DRIVE
0119217.01-020/320

1.02 The undersigned Bidder proposes and agrees, if this Bid is accepted, to enter into an Agreement with Owner in the form included in the Bidding Documents to perform all Work as specified or indicated in the Bidding Documents for the prices and within the times indicated in this Bid and in accordance with the other terms and conditions of the Bidding Documents.

ARTICLE 2 - ATTACHMENTS TO THIS BID

- 2.01 The following documents are submitted with and made a condition of this Bid:
 - A. Required Bid security;
 - B. List of Proposed Subcontractors;
 - C. List of Proposed Suppliers;
 - D. Evidence of authority to do business in the state of the Project; or a written covenant to obtain such authority within the time for acceptance of Bids;
 - E. Contractor’s license number as evidence of Bidder’s State Contractor’s License or a covenant by Bidder to obtain said license within the time for acceptance of Bids;

ARTICLE 3 - BASIS OF BID—LUMP SUM BID AND UNIT PRICES

- 3.01 *Unit Price Bids*
 - A. Bidder will perform the following Work at the indicated unit prices:

ITEM NO.	BID ITEM DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	TOTAL
1.	GENERAL GRADING AND SHAPING	1	LS	\$126,843.87	\$126,843.87
2.	UTILITY RELOCATION ALLOWANCE	1	LS	\$10,000	\$10,000

ITEM NO.	BID ITEM DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	TOTAL
3.	SYNTHETIC TURF GROOMING EQUIPMENT ALLOWANCE	1	LS	\$7,500	\$7,500
4.	SAWCUT - FULL DEPTH	775	LF	\$5.28	\$4,092.00
5.	REMOVE ASPHALT TRACK AND "D" AREA PAVEMENT WITH SURFACING	7,650	SY	\$6.14	\$46,971.00
6.	REMOVE FIELD EVENT SURFACING	415	SY	\$5.96	\$2,473.40
7.	REMOVE EXISTING PAVEMENT	750	SY	\$7.00	\$5,250.00
8.	REMOVE 18" OR SMALLER SEWER PIPE	950	LF	\$22.23	\$21,118.50
9.	REMOVE GRATE INLET	1	EA	\$111.15	\$111.15
10.	REMOVE STORM SEWER MANHOLE	4	EA	\$1,000.35	\$4,001.40
11.	REMOVE CHAIN LINK FENCE	850	LF	\$3.89	\$3,306.50
12.	REMOVE TURF SYSTEM	77,600	SF	\$0.81	\$62,856.00
13.	REMOVE CONCRETE TRACK CURB (ASSUMED)	1,160	LF	\$3.33	\$3,862.80
14.	IRRIGATION SYSTEM MODIFICATION ALLOWANCE	1	LS	\$5,000	\$5,000
15.	REMOVE GOAL POST	2	EA	\$111.15	\$222.30
16.	REMOVE POLE VAULT PLANTING BOX	2	EA	\$111.15	\$222.30
17.	REMOVE RADIUS POINT MONUMENT	2	EA	\$55.58	\$111.16
18.	REMOVE TRENCH DRAIN	1,300	LF	\$2.78	\$3,614.00
19.	REMOVE AND REPLACE SAND	4	EA	\$738.70	\$2,954.80
20.	REMOVE AND REPLACE ACCESS DRIVE PAVING (ASSUMED 6" THICK)	220	SY	\$75.58	\$16,627.60
21.	STRIP, STOCKPILE, AND RESPREAD TOPSOIL (ASSUMED)	50	CY	\$22.23	\$1,111.50
22.	EARTHWORK HAUL IN (ESTABLISHED QUANTITY)	400	CY	\$6.67	\$2,668.00
23.	REMOVE AND REPLACE UNSUITABLE MATERIAL (ASSUMED)	500	CY	\$25.84	\$12,920.00
24.	EXPLORATORY EXCAVATION	20	HR	\$357.06	\$7,141.20
25.	SUBGRADE PREPARATION	16,300	SY	\$1.01	\$16,463.00
26.	FLYASH SUBGRADE STABILIZATION (ASSUMED 16 LB/SF)	1,230	TN	\$137.82	\$169,518.60
27.	CONSTRUCT 4" PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	1,650	LF	\$11.88	\$19,602.00
28.	CONSTRUCT 6" PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	275	LF	\$18.83	\$5,178.25
29.	CONSTRUCT 12" PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	1,040	LF	\$34.29	\$35,661.60
30.	CONSTRUCT 4" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	16	LF	\$24.45	\$391.20
31.	CONSTRUCT 6" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	50	LF	\$28.90	\$1,445.00
32.	CONSTRUCT 8" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	82	LF	\$33.35	\$2,734.70
33.	CONSTRUCT 10" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	62	LF	\$38.90	\$2,411.80

ITEM NO.	BID ITEM DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	TOTAL
34.	CONSTRUCT 12" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	66	LF	\$50.02	\$3,301.32
35.	CONSTRUCT 24" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	640	LF	\$71.14	\$45,529.60
36.	CONSTRUCT 12" X 1" FLAT DRAIN LATERAL WITH FABRIC	3,410	LF	\$2.45	\$8,354.50
37.	CONSTRUCT FLOWABLE FILL PIPE BEDDING	490	LF	\$57.80	\$28,322.00
38.	STABILIZE TRENCH WITH CRUSHED LIMESTONE (ASSUMED)	150	TN	\$44.46	\$6,669.00
39.	CONNECT EXISTING PIPE TO DRAIN BASIN	5	EA	\$575.76	\$2,878.80
40.	TAP EXISTING GRATE INLET	1	EA	\$1,294.90	\$1,294.90
41.	CONSTRUCT 54" I.D. FLATTOP MANHOLE (2 EA)	18	VF	\$878.09	\$15,805.62
42.	ADJUST INLET TO GRADE	3	EA	\$563.88	\$1,691.64
43.	CONSTRUCT 5" PC CONCRETE SIDEWALK	4,050	SF	\$6.24	\$25,272.00
44.	CONSTRUCT 5" BASE STONE (TRACK AND "D" AREA)	7,445	SY	\$10.92	\$81,299.40
45.	CONSTRUCT 5" REINFORCED PC CONCRETE PAVEMENT	2,440	SY	\$53.35	\$130,174.00
46.	CONSTRUCT 5" ASPHALTIC CONCRETE PAVEMENT	5,005	SY	\$35.01	\$175,225.05
47.	CONSTRUCT 2.5" SYNTHETIC TURF WITH INFILL AND MARKINGS	77,600	SF	\$3.78	\$293,328.00
48.	FILL AND SEAL STRUCTURAL CRACK (ASSUMED)	150	LF	\$7.78	\$1,167.00
49.	FILL AND SEAL NON-STRUCTURAL CRACK (ASSUMED)	300	LF	\$5.00	\$1,500.00
50.	FULL DEPTH POLYURETHANE FILLING IN LOW AREAS (ASSUMED)	50	GAL	\$44.46	\$2,223.00
51.	CONSTRUCT PLAYING FIELD, LATERAL TRENCH AND PERIMETER DRAIN TRENCH GEOTEXTILE MOISTURE BARRIER	8,625	SY	\$3.20	\$27,600.00
52.	CONSTRUCT 6" BASE STONE (PLAYING FIELD)	8,600	SY	\$14.60	\$125,560.00
53.	CONSTRUCT RADIUS POINT MONUMENT	2	EA	\$341.77	\$683.54
54.	CONSTRUCT 8" X 16" PC CONCRETE CURB	2,850	LF	\$17.91	\$51,043.50
55.	CONSTRUCT 2" x 4" TREATED LUMBER NAILER BOARD	1,160	LF	\$2.66	\$3,085.60
56.	FURNISH AND INSTALL 8' OFFSET HINGED GOAL POST, BOX AND COVER	2	EA	\$9,397.44	\$18,794.88
57.	BASE MAT SURFACING (13MM) (TRACK OVAL, "D" AREA, & RUNWAYS)	70,700	SF	\$1.73	\$122,311.00
58.	PERMANENT PAINTED TRACK MARKINGS	1	LS	\$8,892.00	\$8,892.00
59.	FURNISH AND INSTALL STAINLESS STEEL POLE VAULT PLANTING BOX	2	EA	\$1,553.86	\$3,107.72
60.	FURNISH AND INSTALL ACO TRENCH DRAIN AND ADA COMPLIANT GRATE WITH PC CONCRETE ENCASUREMENT	680	LF	\$65.82	\$44,757.60
61.	FURNISH AND INSTALL 18" NYLOPLAST DRAIN BASIN WITH SOLID COVER	5	EA	\$1,977.71	\$9,888.55

ITEM NO.	BID ITEM DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	TOTAL
62.	FURNISH AND INSTALL NYLOPLAST DRAIN BASIN WITH 2'X3' HOODED CURB INLET	1	EA	\$4,243.71	\$4,243.71
63.	FURNISH AND INSTALL IN-LINE CATCH BASIN AND TRASH BUCKET	4	EA	\$200.76	\$803.04
64.	CONSTRUCT CATCH BASIN CONNECTION	4	EA	\$237.92	\$951.68
65.	FURNISH AND INSTALL 4' TALL BLACK VINYL COATED CHAIN LINK FENCE	500	LF	\$20.90	\$10,450.00
66.	CONSTRUCT 3' WIDE X 4' TALL SINGLE SWING BLACK VINYL COATED CHAIN LINK GATE	3	EA	\$486.84	\$1,460.52
67.	CONSTRUCT STABILIZED CONSTRUCTION ENTRANCE	150	TN	\$17.78	\$2,667.00
68.	JET EXISTING STORM SEWER	1,000	LF	\$2.39	\$2,390.00
69.	SEEDING - TYPE A	1	AC	\$3,453.55	\$3,453.55
70.	ROLLED EROSION CONTROL, TYPE II	900	SY	\$1.58	\$1,422.00
71.	CONSTRUCT INLET PROTECTION	11	EA	\$166.73	\$1,834.03
72.	CONSTRUCT SILT FENCE	300	LF	\$3.89	\$1,167.00
73.	CLEANOUT SILT FENCE	300	LF	\$2.22	\$666.00
74.	REMOVE SILT FENCE	300	LF	\$2.22	\$666.00
75.	CONSTRUCT 12" STRAW WATTLE	500	LF	\$3.09	\$1,545.00
76.	CONSTRUCT 30" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	90	LF	\$106.70	\$9,603.00
77.	FURNISH AND INSTALL 36" NYLOPLAST DRAIN BASIN WITH SOLID COVER	1	EA	\$7,690.47	\$7,690.47
ADD ALTERNATE NO. 1					
78.	LACROSSE FIELD MARKINGS	1	LS	\$4,500.00	\$4,500.00
ADD ALTERNATE NO. 2					
79.	CONSTRUCT SCHEDULE ADJUSTMENT 2021	1	LS	\$199,265.00	\$199,265.00
DEDUCT ALTERNATE NO. 3					
80.	CONSTRUCT SCHEDULE ADJUSTMENT MARCH 2020	1	LS	(\$25,000.00)	(\$25,000.00)
TOTAL BASE BID AMOUNT (ITEMS 1-77)					\$1,895,158.85

TOTAL OF ALL BASE BID ITEMS (1-77)

ESTIMATED PRICES ONE Million Eight Hundred Ninety Five Thousand One Hundred Fifty Eight and Eighty-Five Cents
 (use words and figures)

B. Bidder acknowledges that:

1. Each Bid Unit Price includes an amount considered by Bidder to be adequate to cover Contractor's overhead and profit for each separately identified item, and
2. Estimated quantities are not guaranteed and are solely for the purpose of comparison of Bids, and final payment for all Unit Price Work will be based on actual quantities, determined as provided in the Contract Documents.

ARTICLE 4 - TIME OF COMPLETION

- 4.01 Bidder agrees that the Work will be substantially complete and will be completed and ready for final payment in accordance with Paragraph 15.06 of the General Conditions on or before the date August 17, 2020 as indicated in the Agreement.
- 4.02 Bidder accepts the provisions of the Agreement as to liquidated damages.

ARTICLE 5 - BIDDER'S ACKNOWLEDGEMENTS: ACCEPTANCE PERIOD, INSTRUCTIONS, AND RECEIPT OF ADDENDA

- 5.01 *Bid Acceptance Period*
 - A. This Bid will remain subject to acceptance for 60 days after the Bid opening, or for such longer period of time that Bidder may agree to in writing upon request of Owner.
- 5.02 *Instructions to Bidders*
 - A. Bidder accepts all of the terms and conditions of the Instructions to Bidders, including without limitation those dealing with the disposition of Bid security.
- 5.03 *Receipt of Addenda*
 - A. Bidder hereby acknowledges receipt of the following Addenda:

Addendum Number	Addendum Date
1	2/13/20

ARTICLE 6 - BIDDER'S REPRESENTATIONS AND CERTIFICATIONS

- 6.01 *Bidder's Representations*
 - A. In submitting this Bid, Bidder represents the following:
 - 1. Bidder has examined and carefully studied the Bidding Documents, including Addenda.
 - 2. Bidder has visited the Site, conducted a thorough visual examination of the Site and adjacent areas, and become familiar with the general, local, and Site conditions that may affect cost, progress, and performance of the Work.
 - 3. Bidder is familiar with all Laws and Regulations that may affect cost, progress, and performance of the Work.
 - 4. Bidder has carefully studied the reports of explorations and tests of subsurface conditions at or adjacent to the Site and the drawings of physical conditions relating to existing surface or subsurface structures at the Site that have been identified in the Supplementary Conditions, with respect to the Technical Data in such reports and drawings.
 - 5. Bidder has carefully studied the reports and drawings relating to Hazardous Environmental Conditions, if any, at or adjacent to the Site that have been identified in the Supplementary Conditions, with respect to Technical Data in such reports and drawings.

6. Bidder has considered the information known to Bidder itself; information commonly known to contractors doing business in the locality of the Site; information and observations obtained from visits to the Site; the Bidding Documents; and the Technical Data identified in the Supplementary Conditions or by definition, with respect to the effect of such information, observations, and Technical Data on (a) the cost, progress, and performance of the Work; (b) the means, methods, techniques, sequences, and procedures of construction to be employed by Bidder, if selected as Contractor; and (c) Bidder's (Contractor's) safety precautions and programs.
7. Based on the information and observations referred to in the preceding paragraph, Bidder agrees that no further examinations, investigations, explorations, tests, studies, or data are necessary for the performance of the Work at the Contract Price, within the Contract Times, and in accordance with the other terms and conditions of the Contract.
8. Bidder is aware of the general nature of work to be performed by Owner and others at the Site that relates to the Work as indicated in the Bidding Documents.
9. Bidder has given Engineer written notice of all conflicts, errors, ambiguities, or discrepancies that Bidder has discovered in the Bidding Documents, and of discrepancies between Site conditions and the Contract Documents, and the written resolution thereof by Engineer is acceptable to Contractor.
10. The Bidding Documents are generally sufficient to indicate and convey understanding of all terms and conditions for performance and furnishing of the Work.
11. The submission of this Bid constitutes an incontrovertible representation by Bidder that without exception the Bid and all prices in the Bid are premised upon performing and furnishing the Work required by the Bidding Documents.

6.02 *Bidder's Certifications*

- A. The Bidder certifies the following:
 1. This Bid is genuine and not made in the interest of or on behalf of any undisclosed individual or entity and is not submitted in conformity with any collusive agreement or rules of any group, association, organization, or corporation.
 2. Bidder has not directly or indirectly induced or solicited any other Bidder to submit a false or sham Bid.
 3. Bidder has not solicited or induced any individual or entity to refrain from bidding.
 4. Bidder has not engaged in corrupt, fraudulent, collusive, or coercive practices in competing for the Contract. For the purposes of this Paragraph 6.02.A:
 - a. Corrupt practice means the offering, giving, receiving, or soliciting of anything of value likely to influence the action of a public official in the bidding process.
 - b. Fraudulent practice means an intentional misrepresentation of facts made (a) to influence the bidding process to the detriment of Owner, (b) to establish bid prices at artificial non-competitive levels, or (c) to deprive Owner of the benefits of free and open competition.

- c. Collusive practice means a scheme or arrangement between two or more Bidders, with or without the knowledge of Owner, a purpose of which is to establish bid prices at artificial, non-competitive levels.
- d. Coercive practice means harming or threatening to harm, directly or indirectly, persons or their property to influence their participation in the bidding process or affect the execution of the Contract.

ARTICLE 7 - LIST OF SUBCONTRACTORS AND SUPPLIERS

<u>Name of Subcontractor or Supplier</u>	<u>Item of Work</u>
Shaw Sports Turf	Synthetic Turf
Midwest Tennis & Track	Track Surfacing
Omni Engineering	Asphalt Paving

BIDDER hereby submits this Bid as set forth above:

Bidder:

Nemaha Landscape Construction, Inc. dba Nemaha Sports Construction

(typed or printed name of organization)

By:



(individual's signature)

Name: Jeff Emanuel

(typed or printed)

Title: President

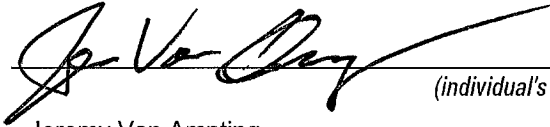
(typed or printed)

Date: 2/18/20

(typed or printed)

If Bidder is a corporation, a partnership, or a joint venture, attach evidence of authority to sign.

Attest:



(individual's signature)

Name: Jeremy Van Ampting

(typed or printed)

Title: Secretary

(typed or printed)

Date: 2/18/20

(typed or printed)

Address for giving notices:

541 S 1st. St.

Lincoln, NE 68508

Bidder's Contact:

Name: Kyle King

(typed or printed)

Title: Project Manager

(typed or printed)

Phone: 402-434-5488

Email: kyle.king@nemaha.net

Address:

541 S 1st St.

Lincoln, NE 68508

Bidder's Contractor License No.: (if applicable) 23778-19

Documentation of Authority to Sign for Contractor

Complete Section A or B, as applicable:

Section A.

I, Jeremy Van Ampting, certify that I am the Secretary of the corporation named as Contractor herein; that Jeff Emanuel who signed this contract on behalf of the Contractor was then President of said corporation; that said contract was duly signed for and on behalf of the said corporation by authority of its governing body and is within the scope of its corporate powers.

IN WITNESS WHEREOF, I have hereunto affixed my hand and the seal of said corporation this 27th day of January, 2020.

(Corporate Seal)

Jeremy Van Ampting

Jeremy Van Ampting, Corporate Secretary
Nemaha Landscape Construction, Inc.
d/b/a Nemaha Sports Construction
430 W. Pioneers Blvd.
Lincoln, Nebraska 68522

STATE OF INCORPORATION: Nebraska

Section B.

We hereby certify that the undersigned are the sole owners of the company named as Contractor herein; and hereby attest that _____, who signed this Agreement on behalf of said Contractor, is authorized to legally bind the Contractor to the obligations of this Agreement.

By _____

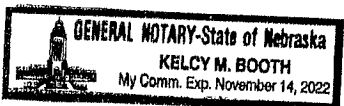
NOTARIZATION

STATE OF NEBRASKA

COUNTY OF LANCASTER

The foregoing was acknowledged before me this 27th day of January, 2020, by Jeremy Van Ampting.

Notary Public *Kelcy M. Booth*



NEBRASKA

Good Life. Great Connections.

DEPARTMENT OF LABOR

Contractor Registration Certificate

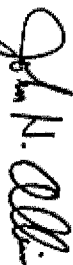
This certificate is non-transferable

Registration # 23778-19

Date Issued: 10/1/2019 Date Expiring: 10/1/2020

Nemaha Sports Construction
430 W. PIONEER BLVD
LINCOLN, NE 68522

Nebraska Department of Labor
550 South 16th Street
Lincoln, NE 68508
402-471-2239



Commissioner of Labor



NEMAHA SPORTS CONSTRUCTION

430 W. PIONEERS BLVD LINCOLN, NE 68522

P: 402-434-5488 **F:** 402-434-5487

Project: Ralston Track & Field

Subject: Bid Clarification

Date: 2/18/20

We contacted the City of Ralston last week after the Mandatory pre-bid with no return call and again this morning and left another voicemail to inquire about the permitting requirements for the City of Ralston. We received a return phone call from Heather Gamon from City Hall at 11am on 2/18/20 to answer our questions. During that return call she indicated the City may require a building permit fee in the amount of 6% of the project total. She indicated the City might waive this fee for the school and that she would look into it for us, but we have not heard back from her at the time of this draft. This letter is to clarify that our bid proposal pricing does not include the potential cost for a building permit with the City for the Ralston Track & Field. If the City of Ralston does require a building permit and will not waive the fee, then the cost of the permit shall be paid for by owner. Additionally, we would like to clarify that the Alternate #2 pricing is dependent on contract terms.

We greatly appreciate the potential opportunity to work with Ralston Public Schools on their upcoming Track & Field project.

Sincerely,
President
Jeff Emanuel

Nemaha Sports Construction
541 S. 1st Street Lincoln, NE 68508
Office: (402) 434-5488 | Fax: (402) 434-5487



Collaboration
Expertise
Integrity
Professionalism

Nemaha Sports
Construction

2

ADDENDUM NO. 1

BID FORM FOR CONSTRUCTION CONTRACT

The terms used in this Bid with initial capital letters have the meanings stated in the Instructions to Bidders, the General Conditions, and the Supplementary Conditions.

ARTICLE 1 - BID RECIPIENT

1.01 This Bid is submitted to:

RALSTON PUBLIC SCHOOLS
c/o Lamp Rynearson
14710 West Dodge Road, Suite 100
Omaha, NE 68154-2027

RALSTON HIGH SCHOOL – ATHLETIC FACILITY IMPROVEMENTS 2020
89TH STREET AND PARK DRIVE
0119217.01-020/320

1.02 The undersigned Bidder proposes and agrees, if this Bid is accepted, to enter into an Agreement with Owner in the form included in the Bidding Documents to perform all Work as specified or indicated in the Bidding Documents for the prices and within the times indicated in this Bid and in accordance with the other terms and conditions of the Bidding Documents.

ARTICLE 2 - ATTACHMENTS TO THIS BID

2.01 The following documents are submitted with and made a condition of this Bid:

- A. Required Bid security;
- B. List of Proposed Subcontractors;
- C. List of Proposed Suppliers;
- D. Evidence of authority to do business in the state of the Project; or a written covenant to obtain such authority within the time for acceptance of Bids;
- E. Contractor's license number as evidence of Bidder's State Contractor's License or a covenant by Bidder to obtain said license within the time for acceptance of Bids;

ARTICLE 3 - BASIS OF BID—LUMP SUM BID AND UNIT PRICES

3.01 *Unit Price Bids*

A. Bidder will perform the following Work at the indicated unit prices:

ITEM NO.	BID ITEM DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	TOTAL
1.	GENERAL GRADING AND SHAPING	1	LS	\$99,897.02	\$99,897.02
2.	UTILITY RELOCATION ALLOWANCE	1	LS	\$10,000	\$10,000

ITEM NO.	BID ITEM DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	TOTAL
3.	SYNTHETIC TURF GROOMING EQUIPMENT ALLOWANCE	1	LS	\$7,500	\$7,500
4.	SAWCUT - FULL DEPTH	775	LF	\$21.79	\$16,887.25
5.	REMOVE ASPHALT TRACK AND "D" AREA PAVEMENT WITH SURFACING	7,650	SY	\$1.20	\$9,180.00
6.	REMOVE FIELD EVENT SURFACING	415	SY	\$7.70	\$3,195.50
7.	REMOVE EXISTING PAVEMENT	750	SY	\$11.34	\$8,505.00
8.	REMOVE 18" OR SMALLER SEWER PIPE	950	LF	\$9.14	\$8,683.00
9.	REMOVE GRATE INLET	1	EA	\$3,185.52	\$3,185.52
10.	REMOVE STORM SEWER MANHOLE	4	EA	\$1,116.97	\$4,467.88
11.	REMOVE CHAIN LINK FENCE	850	LF	\$7.42	\$6,307.00
12.	REMOVE TURF SYSTEM	77,600	SF	\$0.21	\$16,296.00
13.	REMOVE CONCRETE TRACK CURB (ASSUMED)	1,160	LF	\$3.70	\$4,292.00
14.	IRRIGATION SYSTEM MODIFICATION ALLOWANCE	1	LS	\$5,000	\$5,000
15.	REMOVE GOAL POST	2	EA	\$1,753.05	\$3,506.10
16.	REMOVE POLE VAULT PLANTING BOX	2	EA	\$1,464.53	\$2,929.06
17.	REMOVE RADIUS POINT MONUMENT	2	EA	\$1,063.10	\$2,126.20
18.	REMOVE TRENCH DRAIN	1,300	LF	\$7.01	\$9,113.00
19.	REMOVE AND REPLACE SAND	4	EA	\$2,363.22	\$9,452.88
20.	REMOVE AND REPLACE ACCESS DRIVE PAVING (ASSUMED 6" THICK)	220	SY	\$132.88	\$29,233.60
21.	STRIP, STOCKPILE, AND RESPREAD TOPSOIL (ASSUMED)	50	CY	\$87.61	\$4,380.50
22.	EARTHWORK HAUL IN (ESTABLISHED QUANTITY)	400	CY	\$76.24	\$30,496.00
23.	REMOVE AND REPLACE UNSUITABLE MATERIAL (ASSUMED)	500	CY	\$92.52	\$46,260.00
24.	EXPLORATORY EXCAVATION	20	HR	\$294.51	\$5,890.20
25.	SUBGRADE PREPARATION	16,300	SY	\$3.22	\$52,486.00
26.	FLYASH SUBGRADE STABILIZATION (ASSUMED 16 LB/SF)	1,230	TN	\$126.30	\$155,349.00
27.	CONSTRUCT 4" PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	1,650	LF	\$12.23	\$20,179.50
28.	CONSTRUCT 6" PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	275	LF	\$28.17	\$7,746.75
29.	CONSTRUCT 12" PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	1,040	LF	\$21.94	\$22,817.60
30.	CONSTRUCT 4" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	16	LF	\$424.79	\$6,796.64
31.	CONSTRUCT 6" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	50	LF	\$136.95	\$6,847.50
32.	CONSTRUCT 8" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	82	LF	\$103.51	\$8,487.82
33.	CONSTRUCT 10" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	62	LF	\$132.27	\$8,200.74

EJCDC® C-410, Bid Form for Construction Contract.
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ITEM NO.	BID ITEM DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	TOTAL
34.	CONSTRUCT 12" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	66	LF	\$131.81	\$8,699.46
35.	CONSTRUCT 24" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	640	LF	\$64.50	\$41,280.00
36.	CONSTRUCT 12" X 1" FLAT DRAIN LATERAL WITH FABRIC	3,410	LF	\$13.10	\$44,671.00
37.	CONSTRUCT FLOWABLE FILL PIPE BEDDING	490	LF	\$32.52	\$15,934.80
38.	STABILIZE TRENCH WITH CRUSHED LIMESTONE (ASSUMED)	150	TN	\$61.54	\$9,231.00
39.	CONNECT EXISTING PIPE TO DRAIN BASIN	5	EA	\$663.93	\$3,319.65
40.	TAP EXISTING GRATE INLET	1	EA	\$4,045.72	\$4,045.72
41.	CONSTRUCT 54" I.D. FLATTOP MANHOLE (2 EA)	18	VF	\$3,829.68	\$68,934.24
42.	ADJUST INLET TO GRADE	3	EA	\$2,132.48	\$6,397.44
43.	CONSTRUCT 5" PC CONCRETE SIDEWALK	4,050	SF	\$10.41	\$42,160.50
44.	CONSTRUCT 5" BASE STONE (TRACK AND "D" AREA)	7,445	SY	\$18.40	\$136,988.00
45.	CONSTRUCT 5" REINFORCED PC CONCRETE PAVEMENT	2,440	SY	\$88.33	\$215,525.20
46.	CONSTRUCT 5" ASPHALTIC CONCRETE PAVEMENT	5,005	SY	\$46.26	\$231,531.30
47.	CONSTRUCT 2.5" SYNTHETIC TURF WITH INFILL AND MARKINGS	77,600	SF	\$5.44	\$422,144.00
48.	FILL AND SEAL STRUCTURAL CRACK (ASSUMED)	150	LF	\$33.65	\$5,047.50
49.	FILL AND SEAL NON-STRUCTURAL CRACK (ASSUMED)	300	LF	\$14.40	\$4,320.00
50.	FULL DEPTH POLYURETHANE FILLING IN LOW AREAS (ASSUMED)	50	GAL	\$130.06	\$6,503.00
51.	CONSTRUCT PLAYING FIELD, LATERAL TRENCH AND PERIMETER DRAIN TRENCH GEOTEXTILE MOISTURE BARRIER	8,625	SY	\$2.99	\$25,788.75
52.	CONSTRUCT 6" BASE STONE (PLAYING FIELD)	8,600	SY	\$16.64	\$143,104.00
53.	CONSTRUCT RADIUS POINT MONUMENT	2	EA	\$2,628.49	\$5,256.98
54.	CONSTRUCT 8" X 16" PC CONCRETE CURB	2,850	LF	\$32.07	\$91,399.50
55.	CONSTRUCT 2" x 4" TREATED LUMBER NAILER BOARD	1,160	LF	\$3.40	\$3,944.00
56.	FURNISH AND INSTALL 8' OFFSET HINGED GOAL POST, BOX AND COVER	2	EA	\$14,348.76	\$28,697.52
57.	BASE MAT SURFACING (13MM) (TRACK OVAL, "D" AREA, & RUNWAYS)	70,700	SF	\$2.30	\$162,610.00
58.	PERMANENT PAINTED TRACK MARKINGS	1	LS	\$14,263.46	\$14,263.46
59.	FURNISH AND INSTALL STAINLESS STEEL POLE VAULT PLANTING BOX	2	EA	\$3,637.99	\$7,275.98
60.	FURNISH AND INSTALL ACO TRENCH DRAIN AND ADA COMPLIANT GRATE WITH PC CONCRETE ENCASUREMENT	680	LF	\$81.39	\$55,345.20
61.	FURNISH AND INSTALL 18" NYLOPLAST DRAIN BASIN WITH SOLID COVER	5	EA	\$2,855.72	\$14,278.60

ITEM NO.	BID ITEM DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	TOTAL
62.	FURNISH AND INSTALL NYLOPLAST DRAIN BASIN WITH 2'X3' HOODED CURB INLET	1	EA	\$8,755.11	\$8,755.11
63.	FURNISH AND INSTALL IN-LINE CATCH BASIN AND TRASH BUCKET	4	EA	\$1,140.53	\$4,562.12
64.	CONSTRUCT CATCH BASIN CONNECTION	4	EA	\$461.23	\$1,844.92
65.	FURNISH AND INSTALL 4' TALL BLACK VINYL COATED CHAIN LINK FENCE	500	LF	\$39.78	\$19,890.00
66.	CONSTRUCT 3' WIDE X 4' TALL SINGLE SWING BLACK VINYL COATED CHAIN LINK GATE	3	EA	\$1,561.28	\$4,683.84
67.	CONSTRUCT STABILIZED CONSTRUCTION ENTRANCE	150	TN	\$51.49	\$7,723.50
68.	JET EXISTING STORM SEWER	1,000	LF	\$8.93	\$8,930.00
69.	SEEDING - TYPE A	1	AC	\$13,828.51	\$13,828.51
70.	ROLLED EROSION CONTROL, TYPE II	900	SY	\$3.45	\$3,105.00
71.	CONSTRUCT INLET PROTECTION	11	EA	\$393.69	\$4,330.59
72.	CONSTRUCT SILT FENCE	300	LF	\$14.03	\$4,209.00
73.	CLEANOUT SILT FENCE	300	LF	\$14.15	\$4,245.00
74.	REMOVE SILT FENCE	300	LF	\$14.09	\$4,227.00
75.	CONSTRUCT 12" STRAW WATTLE	500	LF	\$17.71	\$8,855.00
76.	CONSTRUCT 30" NON-PERFORATED COLLECTOR PIPE WITH FITTINGS AND GRAVEL FILL PIPE BEDDING	90	LF	\$156.37	\$14,073.30
77.	FURNISH AND INSTALL 36" NYLOPLAST DRAIN BASIN WITH SOLID COVER	1	EA	\$9,422.05	\$9,422.05
ADD ALTERNATE NO. 1					
78.	LACROSSE FIELD MARKINGS	1	LS	\$10,603.00	\$10,603.00
ADD ALTERNATE NO. 2					
79.	CONSTRUCT SCHEDULE ADJUSTMENT 2021	1	LS	\$48,170.00	\$48,170.00
DEDUCT ALTERNATE NO. 3					
80.	CONSTRUCT SCHEDULE ADJUSTMENT MARCH 2020	1	LS	(\$18,766.00)	(\$18,776.00)
TOTAL BASE BID AMOUNT (ITEMS 1-77)					\$2,577,077.00

TOTAL OF ALL BASE BID ITEMS (1-77)

ESTIMATED PRICES two million five hundred seventy seven thousand seventy seven dollars and zero cents.

(use words and figures)

B. Bidder acknowledges that:

1. Each Bid Unit Price includes an amount considered by Bidder to be adequate to cover Contractor's overhead and profit for each separately identified item, and
2. Estimated quantities are not guaranteed and are solely for the purpose of comparison of Bids, and final payment for all Unit Price Work will be based on actual quantities, determined as provided in the Contract Documents.

EJCDC® C-410, Bid Form for Construction Contract.

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B-4 of B-8

ARTICLE 4 - TIME OF COMPLETION

- 4.01 Bidder agrees that the Work will be substantially complete and will be completed and ready for final payment in accordance with Paragraph 15.06 of the General Conditions on or before the date August 17, 2020 as indicated in the Agreement.
- 4.02 Bidder accepts the provisions of the Agreement as to liquidated damages.

ARTICLE 5 - BIDDER'S ACKNOWLEDGEMENTS: ACCEPTANCE PERIOD, INSTRUCTIONS, AND RECEIPT OF ADDENDA

- 5.01 *Bid Acceptance Period*
 - A. This Bid will remain subject to acceptance for 60 days after the Bid opening, or for such longer period of time that Bidder may agree to in writing upon request of Owner.
- 5.02 *Instructions to Bidders*
 - A. Bidder accepts all of the terms and conditions of the Instructions to Bidders, including without limitation those dealing with the disposition of Bid security.
- 5.03 *Receipt of Addenda*
 - A. Bidder hereby acknowledges receipt of the following Addenda:

Addendum Number	Addendum Date
# 1	2.13.2020

ARTICLE 6 - BIDDER'S REPRESENTATIONS AND CERTIFICATIONS

- 6.01 *Bidder's Representations*
 - A. In submitting this Bid, Bidder represents the following:
 1. Bidder has examined and carefully studied the Bidding Documents, including Addenda.
 2. Bidder has visited the Site, conducted a thorough visual examination of the Site and adjacent areas, and become familiar with the general, local, and Site conditions that may affect cost, progress, and performance of the Work.
 3. Bidder is familiar with all Laws and Regulations that may affect cost, progress, and performance of the Work.
 4. Bidder has carefully studied the reports of explorations and tests of subsurface conditions at or adjacent to the Site and the drawings of physical conditions relating to existing surface or subsurface structures at the Site that have been identified in the Supplementary Conditions, with respect to the Technical Data in such reports and drawings.
 5. Bidder has carefully studied the reports and drawings relating to Hazardous Environmental Conditions, if any, at or adjacent to the Site that have been identified in the Supplementary Conditions, with respect to Technical Data in such reports and drawings.

6. Bidder has considered the information known to Bidder itself; information commonly known to contractors doing business in the locality of the Site; information and observations obtained from visits to the Site; the Bidding Documents; and the Technical Data identified in the Supplementary Conditions or by definition, with respect to the effect of such information, observations, and Technical Data on (a) the cost, progress, and performance of the Work; (b) the means, methods, techniques, sequences, and procedures of construction to be employed by Bidder, if selected as Contractor; and (c) Bidder's (Contractor's) safety precautions and programs.
7. Based on the information and observations referred to in the preceding paragraph, Bidder agrees that no further examinations, investigations, explorations, tests, studies, or data are necessary for the performance of the Work at the Contract Price, within the Contract Times, and in accordance with the other terms and conditions of the Contract.
8. Bidder is aware of the general nature of work to be performed by Owner and others at the Site that relates to the Work as indicated in the Bidding Documents.
9. Bidder has given Engineer written notice of all conflicts, errors, ambiguities, or discrepancies that Bidder has discovered in the Bidding Documents, and of discrepancies between Site conditions and the Contract Documents, and the written resolution thereof by Engineer is acceptable to Contractor.
10. The Bidding Documents are generally sufficient to indicate and convey understanding of all terms and conditions for performance and furnishing of the Work.
11. The submission of this Bid constitutes an incontrovertible representation by Bidder that without exception the Bid and all prices in the Bid are premised upon performing and furnishing the Work required by the Bidding Documents.

6.02 Bidder's Certifications

A. The Bidder certifies the following:

1. This Bid is genuine and not made in the interest of or on behalf of any undisclosed individual or entity and is not submitted in conformity with any collusive agreement or rules of any group, association, organization, or corporation.
2. Bidder has not directly or indirectly induced or solicited any other Bidder to submit a false or sham Bid.
3. Bidder has not solicited or induced any individual or entity to refrain from bidding.
4. Bidder has not engaged in corrupt, fraudulent, collusive, or coercive practices in competing for the Contract. For the purposes of this Paragraph 6.02.A:
 - a. Corrupt practice means the offering, giving, receiving, or soliciting of anything of value likely to influence the action of a public official in the bidding process.
 - b. Fraudulent practice means an intentional misrepresentation of facts made (a) to influence the bidding process to the detriment of Owner, (b) to establish bid prices at artificial non-competitive levels, or (c) to deprive Owner of the benefits of free and open competition.

- c. Collusive practice means a scheme or arrangement between two or more Bidders, with or without the knowledge of Owner, a purpose of which is to establish bid prices at artificial, non-competitive levels.
- d. Coercive practice means harming or threatening to harm, directly or indirectly, persons or their property to influence their participation in the bidding process or affect the execution of the Contract.

ARTICLE 7 - LIST OF SUBCONTRACTORS AND SUPPLIERS

<u>Name of Subcontractor or Supplier</u>	<u>Item of Work</u>
Hellas Construction, Inc.	Synthetic Turf
Hellas Construction, Inc.	Track Surfacing
Hellas Construction, Inc.	Asphalt Paving

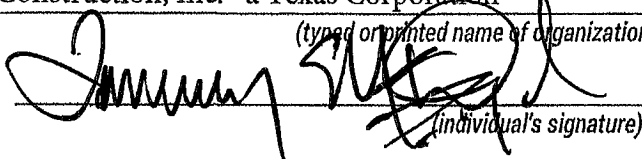
BIDDER hereby submits this Bid as set forth above:

Bidder:

Hellas Construction, Inc. a Texas Corporation

(typed or printed name of organization)

By:



(individual's signature)

Name:

Tommy McDougal

(typed or printed)

Title:

VP Estimating

(typed or printed)

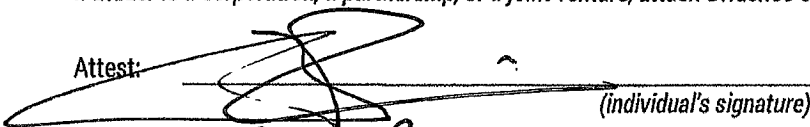
Date:

2.18.2020

(typed or printed)

If Bidder is a corporation, a partnership, or a joint venture, attach evidence of authority to sign.

Attest:



(individual's signature)

Name:

Frank Pelrini

(typed or printed)

Title:

COO

(typed or printed)

Date:

2.18.2020

(typed or printed)

Address for giving notices:

12710 Research Blvd, Ste 240

Austin, TX 78759

Bidder's Contact:

Name:

Kim Menefee

(typed or printed)

Title:

Bid Coordinator

(typed or printed)

Phone:

512-250-2910

Email:

Kmenefee@hellasconstruction.com

Address:

12710 Research Blvd Ste 240

Austin, TX 78759

Bidder's Contractor License No.: (if applicable)

42346-19

VIA E-MAIL: jason_buckingham@ralstonschools.org

November 22, 2019

Mr. Jason Buckingham
Ralston Public Schools
8545 Park Drive
Ralston, NE 68127

REFERENCE: Proposal for Civil Engineering Services
 RPS Ralston High School Athletic Facility Improvements
 Ralston, Nebraska

Mr. Bukcingham,

Lamp Rynearson, Inc. is pleased to present this proposal to Ralston Public Schools (CLIENT) to provide civil engineering services associated with the Ralston High School Athletic Facility Improvements project. We understand the scope of our services for this project will include the following tasks.

SCOPE OF SERVICES

A. Survey

1. Complete a topographic survey in the area of proposed new construction to include the following information:
 - a. Legal description.
 - b. Monuments set and/or found.
 - c. Measured and recorded distances.
 - d. Vegetation including trees 6-inch in diameter and larger. Groupings of trees will be outlined.
 - e. Location of utilities existing on or serving the surveyed property as determined by observed evidence and markings by utility companies and other appropriate sources.
 - f. Type, size, depth, and direction of flow of storm and sanitary sewer on and within 25 feet of site as accurately as possible without entering manholes.
 - g. Contour lines at 1-foot and 5-foot intervals.
 - h. Spot elevations on paving edges, top of curb, and storm/sanitary manholes and inverts.
 - i. All existing observed improvements including buildings, paving surfaces, parking stripes, fences, and retaining walls.
 - j. Benchmarks utilized with vertical and horizontal datum note.
 - k. Include construction record information on topographic survey. This information is to be provided by the CLIENT prior to delivery of survey.
 - l. Review existing record drawings with the CLIENT to determine relevant information.
 - m. Include as "Not Verified" information on topographic survey.

Survey Assumptions

1. The release or creation of new/proposed easements is not included in the scope of services.
2. The production of an ALTA survey is not included in the scope of services.

B. Athletic Facility Design

1. Prepare final construction plans, including:
 - a. Site Plan.
 - b. Removal Plan.
 - c. Grading and SWPPP.
 - d. Storm Sewer and Subsurface Drainage Plan (athletic facility).
 - e. Storm Sewer and Subsurface Drainage Plan (parking lot and bleachers).
 - f. Paving Plan.
 - g. Synthetic Turf Playing Field Plan.
 - h. Synthetic Track Surface Plan.
 - i. Track Field Events Plan.
 - j. Miscellaneous Site Details Plan.
2. Prepare a project specification manual.
3. Prepare engineer's estimate of probable costs for site work construction.
4. Prepare contract documents, including incorporation of "up-front" documents to be provided to Lamp Rynearson by the CLIENT.
5. Prepare and coordinate submittal of application materials for the Nebraska Department of Environmental and Energy (NPDES) grading permit.
6. Attend one (1) plan review meeting with the CLIENT prior to signing and sealing the construction documents.
7. Coordinate with the City of Ralston Public Works Department and the Nebraska Department of Environment and Energy, as necessary.
8. Coordinate with the CLIENT.

Athletic Facility Design Assumptions

1. A geotechnical investigation will be prepared by Others and made available for Lamp Rynearson's use prior to final design.
2. We anticipate the local regulatory agency will consider the athletic facility improvements reconstruction project to be maintenance and, therefore, will not require a post construction stormwater management plan to address "no net increase" requirements and water quality requirements for storm water runoff.
3. Following the bid opening, the CLIENT shall make a decision on the project feasibility, and at such time, an additional proposal can be provided for construction administration services.

C. Bid Administration

1. Assist with advertising project for bids.
2. Administer contract bidding process.

3. Attend one (1) pre-bid meeting at Ralston High School.
4. Attend bid opening and prepare bid tabulations.
5. Review & evaluate bids with Ralston Public Schools and attend one (1) School Board Meeting.

C. General Assumptions

1. The project will be completed in accordance with the scope outlined above and assumes a “one-time design.” Any modifications to the design concept after work has been completed will be considered additional services.
2. All meetings will be in the Omaha metropolitan area.
3. Fees for any applications, filings or permitting, fees required by governing agencies, or any other fees not specifically defined herein are not included in our fees and, if required, will be paid by the CLIENT.
4. Unless Lamp Rynearson specifically requests that shop drawings or other material information be submitted for review, Lamp Rynearson will not accept, review, or transmit any shop drawing or other submittals.

SCHEDULE

We are prepared to begin work on the project immediately upon receipt of a signed copy of this proposal. Athletic facility design will be completed in accordance with the schedule as agreed upon by the CLIENT and shall commence when the signed agreement is returned to Lamp Rynearson.

COMPENSATION

We propose to bill stipulated lump sums for the services listed below:

Survey	\$7,000
Athletic Facility Design	\$20,000
<u>Bid Administration</u>	<u>\$3,000</u>
Subtotal Lump Sum	\$30,000

For requested additional services beyond the scope of services outlined above, an adjustment to the lump sum amounts or an additional lump sum will be negotiated.

SUPPLEMENTAL TERMS AND CONDITIONS

1. Invoices will be submitted monthly. All invoices are due upon receipt.
2. All reports, drawings, specifications, computer files, field data, notes, and other documents prepared by Lamp Rynearson, Inc. are instruments of professional service and shall remain the property of Lamp Rynearson, Inc. Lamp Rynearson, Inc. shall retain all common law, statutory, and other reserved rights, including, without limitation, the copyrights thereto.
3. If directed to suspend or cease work, Lamp Rynearson, Inc. shall be paid for services performed prior to the receipt of notice to cease work, together with any expenses from cessation of work. Should work on this project be stopped and consequently re-started, CLIENT hereby agrees Lamp Rynearson, Inc. may adjust the proposed fees or other compensation for the remaining work.
4. Ralston Public Schools hereby agrees, by acceptance of this proposal, to limit the liability of Lamp Rynearson, Inc. to Ralston Public Schools and to all construction contractors, arising from Lamp Rynearson, Inc. professional acts,

errors or omissions such that total aggregate liability of Lamp Rynearson, Inc. to all those named shall not exceed \$40,000 or Lamp, Rynearson & Associates, Inc. total fees for services rendered on the project, whichever is greater.

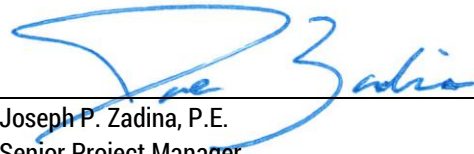
We appreciate the opportunity to present this proposal and look forward to assisting you in the successful completion of this project. We would be glad to discuss any questions you may have on our proposal. Please refer questions to Mr. Joe Zadina, our project manager. If this proposal is acceptable, we ask for acknowledgment by returning one (1) signed copy to us.

Sincerely,

LAMP RYNEARSON



Michael P. McIntosh, P.E., CFM
Design Group Lead



Joseph P. Zadina, P.E.
Senior Project Manager

Accepted By:

Ralston Public Schools

Date

Print Name: _____



13478 Chandler Road
Omaha, Nebraska 68138-3716
402.556.2171 Fax 402.556.7831
www.thielegeotech.com

December 6, 2019

Jason Buckingham
Ralston Public Schools
c/o Lamp Rynearson
8545 Park Drive
Ralston, NE 68127

**RE: PROPOSAL FOR GEOTECHNICAL EXPLORATION
RALSTON HIGH SCHOOL TRACK AND FIELD RECONSTRUCTION
8969 PARK DRIVE, RALSTON, NEBRASKA**

Dear Mr. Buckingham:

Enclosed is our proposal for geotechnical exploration related to the proposed Ralston High School Track and Field Reconstruction project to be located at 8969 Park Drive in Ralston, Nebraska. The accompanying proposal describes our approach and proposed scope of services, the estimated cost of the study, and the contract terms.

Thiele Geotech is a service-oriented firm offering geotechnical, material, and environmental engineering. Our focus is on providing quality engineering solutions based on each individual client's needs. Our professional staff has extensive experience with similar projects, and we have the equipment and resources available to complete this study.

We look forward to working with you and your design team on this project. If you have any questions, please call. If the accompanying proposal is acceptable, please return an executed copy to our office.

Respectfully,
Thiele Geotech, Inc.

A handwritten signature in blue ink that reads 'Heath E. Cutler'.

Heath E. Cutler, P.E.
Project Engineer

Enclosures

Copy: Joe Zadina, P.E. (Lamp Rynearson)

R:\PROPOSAL\GEOTECHNICAL DEPARTMENT\RHS TRACK AND FIELD RECONSTRUCTION.DOCX

Geotechnical Exploration Proposal
Ralston High School Track and Field Reconstruction
8969 Park Drive
Ralston, Nebraska
December 6, 2019

Thiele Geotech, Inc. is pleased to submit our proposal for geotechnical exploration related to the referenced project. The following sections detail our understanding of the project, our proposed scope of services, and the cost of the study. The contract terms are attached in Exhibit A. This proposal will be held open for a period of 45 days from the above date.

PROJECT DESCRIPTION

Our understanding of the project is based upon information provided by Lamp Rynearson.

The project consists of a full-depth removal and replacement of the existing asphalt running track and playing field located east of Ralston High School at 8969 Park Drive in Ralston, Nebraska. The existing track will be replaced with a new asphalt base and rubber surface, and the existing playing field will be replaced with a crushed rock base and synthetic turf field surface. The rock base will be placed on a prepared subgrade and separated from the subgrade by a moisture barrier. To facilitate drainage of the rock base, edge drains will be constructed around the perimeter of the field and trench drain laterals will be constructed across the field. Grade changes are assumed to be minimal at 2 feet or less.

Based on previous experience in the area, the soils on the site are expected to consist of man-placed fill overlying Peoria loess deposits. The loess is assumed to be of firm consistency.

SCOPE OF SERVICES

Our proposed geotechnical exploration will consist of a test boring to obtain geologic information and samples of the site soils, laboratory tests to determine the relevant engineering properties of the various soil strata, and a report of geotechnical engineering recommendations.

We will be responsible for the layout of borings and contacting Nebraska One-Call for public utility locates. Any private utilities will need to be located by others. Boring locations will be offset as necessary to avoid utilities and/or areas of limited access.

Prior to drilling, precautionary measures will be taken to protect the existing surfaces. A diamond-tipped concrete core bit will be used to drill through the track at each boring location, and where practical, the rubber track surfacing will be recovered for reuse. In the playing field, the synthetic turf will be cut with a knife and folded back during drilling. Following drilling, the track and turf surfaces will be returned to existing conditions as much as reasonably possible to allow for continued use prior to construction.

With the anticipated soil conditions, we propose to conduct a total of 10 test borings. The borings will be spaced across the site and at strategic locations, with 7 borings in the track and 3 borings in the playing field. Based on boring depths of 5 to 10 feet, a total drilling footage of up to 70 lineal feet is proposed. The borings will be sampled at intervals of 5 feet or less and a descriptive log of the test borings will be prepared. All borings will be backfilled with auger cuttings.

Based on the results of the test boring, a laboratory testing program will be established to evaluate the engineering properties of the various soil strata. Laboratory testing may include moisture content and

density determinations to characterize the state and uniformity of the deposits, unconfined compression tests to determine shear strength parameters, and index property tests for classification.

Our report will discuss the general soil and ground water conditions underlying the site; present the relevant engineering properties of the existing soils; provide earthwork and site preparation recommendations; and recommend design criteria and parameters for track and synthetic turf reconstruction, as well as other earth supported improvements.

The proposed scope of services does not include an evaluation of potential contamination on or near the site. If the environmental condition of the property is a concern, an environmental site assessment can be provided as an additional service.

ESTIMATED COST & SCHEDULE

Based on the indicated work scope, we propose a lump sum fee of \$3,300 for the geotechnical exploration. If additional work is authorized by the client due to unforeseen subsurface conditions or due to a change in scope, additional drilling, testing, and/or engineering will be provided at our normal fee schedule rates or for an agreed lump sum fee.

Approximately 3 weeks from your notice to proceed will be required to complete the study. The schedule is somewhat dependent on weather, site access conditions, and other factors including the actual subsurface conditions identified in the test borings. If this proposed schedule does not meet your project requirements, we would be happy to discuss alternate schedules.

ADDITIONAL SERVICES

Subsequent to completion of the geotechnical exploration report, additional services are often required that are not included in the above estimate. These include consultation with the design team and review of the final plans and specifications. In addition, construction phase quality control testing is an additional service not included in the above estimate. An environmental assessment, if required, can also be performed as an additional service. If we are requested to provide additional services including, but not limited to the above, you will be billed in accordance with our normal fee schedule. We would be happy to provide cost estimates for any additional services at your request.

EXHIBITS

Exhibit A – General Conditions

THIELE GEOTECH, INC.

By: Robert K. Lapke

Robert K. Lapke

13478 Chandler Road

Omaha, Nebraska 68138-3716

402/556-2171 Fax 402/556-7831

CLIENT: _____

By: _____ Date: _____

Name: _____

Address: _____

City, State: _____

Phone: _____ Fax: _____

GENERAL CONDITIONS

1. SCOPE OF WORK: Thiele Geotech, Inc. (including its officers, directors, employees and subconsultants, hereafter referred to as TG) shall perform the services described in the contract and shall invoice the client for those services at the Fee Schedule rates. Any cost estimates stated in this contract shall not be considered as firm figures unless specifically stated in this contract. If unexpected site conditions are discovered, the scope of services may change. TG will provide additional services at the contract Fee Schedule rates.

2. ACCESS TO SITES, PERMITS, AND APPROVALS: The client shall furnish TG with right-of-access to the site in order to conduct the planned exploration. Unless otherwise agreed, the client will also secure all necessary permits, approvals, licenses, and consents necessary to the performance of the services hereunder. While TG will take reasonable precautions to minimize damage to the property, it is understood by the client that, in the normal course of work, some damage may occur, the restoration of which is not part of this agreement.

3. UTILITIES: In the performance of its work, TG will take reasonable precautions to avoid damage or injury to subsurface utilities or structures. This includes requesting locates of utility owned lines and services. The client agrees to hold TG harmless and indemnify TG for any claims, payments, or other liability, including attorney fees, incurred by TG for damage to any privately owned subsurface utilities or structures which are not correctly identified to TG.

4. UNANTICIPATED HAZARDOUS MATERIALS: It shall be the duty of the client to advise TG of any known or suspected hazardous substances which are or may be related to the services provided; such hazardous substances including but not limited to products, materials, or wastes which may exist on or near any premises upon which work is to be performed by TG. If TG observes or suspects the existence of hazardous materials during the course of providing services, TG may, at its option, suspend further work on the project and notify client of the conditions. Services will be resumed only after a renegotiation of scope of services and fees. In the event that such renegotiation cannot occur to the satisfaction of TG, TG may, at its option, terminate this contract. It is understood and agreed that TG does not create, generate, or at any time take possession or ownership of hazardous materials as a result of its exploration services.

5. REPORTS AND INVOICES: TG will furnish up to 3 copies of reports to the client. Additional copies will be provided at the expense of the client. TG may submit invoices to the client monthly and upon completion of services. Payment is due upon presentation of invoices and past due 30 days from the invoice date. Client agrees to pay a finance charge on past due invoices of 1.25 percent per month, but not exceeding the maximum rate allowed by law.

6. OWNERSHIP OF DOCUMENTS: All reports, boring logs, data, notes, calculations, estimates, and other documents prepared by TG as instruments of service shall remain the property of TG.

7. SAMPLE DISPOSAL: Unless otherwise agreed, test specimens or samples will be disposed immediately upon completion of the test.

8. CONFIDENTIALITY: TG will hold confidential all business or technical information obtained from the client or generated in the performance of services hereunder and identified in writing by the client as confidential. TG will not disclose such information without the client's consent except to the extent required for; 1) performance of services under this contract; 2) compliance with professional standards of conduct for preservation of public safety, health, and welfare; 3) compliance with any court order or other governmental directive; and/or 4) protection of TG against claims or liabilities arising from performance of services under this contract. TG's obligations hereunder shall not apply to information in the public domain or lawfully acquired on a non-confidential basis from others. TG's technical and pricing information are to be considered confidential and proprietary, and shall not be released or otherwise made available to any third party without the express written consent of TG.

9. STANDARD OF CARE: Services performed by TG under this contract will be conducted in a manner consistent with the level of care and skill ordinarily exercised by members of the profession currently practicing

under similar conditions. No other warranty, express or implied, is made or intended by the proposal for services or by furnishing oral or written reports of the findings made. The client recognizes that TG does not owe any fiduciary responsibility to the client. The client further recognizes that subsurface conditions may vary from those encountered at the location where borings, surveys, tests, or explorations are made by TG, and that the data, interpretations, and recommendations of TG are based solely upon the data available to TG. TG will be responsible for those data, interpretations, and recommendations, but shall not be responsible for the interpretation by others of the information developed.

10. LIMITATION OF LIABILITY: In recognition of the relative risks, rewards, and benefits to both the client and to TG, the risks have been allocated such that the client agrees to limit TG's liability to the client and all other parties claiming to have relied on TG's work provided through the client to \$50,000 or TG's total fee for services rendered on this project, whichever is greater. This limitation of liability is a business understanding between the parties voluntarily and knowingly entered into, and shall apply to all theories of recovery including, but not limited to, breach of contract, warranty, tort (including negligence), strict or statutory liability, or any other cause of action except for willful misconduct or gross negligence.

11. CONSEQUENTIAL DAMAGES: Neither party, including their respective contractors or subconsultants, shall be liable to the other or shall make any claim for any incidental, indirect or consequential damages. This mutual waiver of consequential damages shall include, but is not limited to: loss of use, loss of profit, loss of business, loss of income, loss of reputation, and any other consequential damages that either party may have incurred from any cause of action including negligence, strict liability, breach of contract, and breach of strict or implied warranty.

12. CLAIMS: Client agrees that any claim for damages filed against TG by Client or any contractor or subcontractor hired directly or indirectly by Client will be filed solely against TG or its successors or assigns, and that no individual person shall be made personally liable for damages, in whole or in part. All claims by Client shall be deemed relinquished unless filed within one year after substantial completion of TG's services under this agreement.

13. TERMINATION: This contract may be terminated by either party upon 7 days prior written notice. In the event of termination, TG shall be compensated by client for all services performed up to and including the termination date and for the completion of such services and records as are necessary to place TG's files in order and/or protect its professional reputation. If either party terminates this contract, these General Conditions shall survive termination and shall remain enforceable between the parties.

14. DISPUTE RESOLUTION: In an effort to resolve any conflicts that arise during or following this project, the client and TG agree that all disputes between them arising out of or related to this agreement shall be submitted to nonbinding mediation unless the parties mutually agree otherwise. The client and TG also agree to include a similar mediation provision in all agreements with independent contractors and consultants thereby providing for mediation as the primary method for dispute resolution for all parties on the project.

15. PRECEDENCE: These standards, terms, and conditions shall take precedence over any inconsistent or contradictory language contained in any proposal, contract, purchase order, requisition, notice to proceed, or like document regarding TG's services.

16. ASSIGNMENT: Neither party under this contract may transfer or assign any rights under or interests in this contract without the prior written consent of the other party.

17. PROVISIONS SEVERABLE: In the event that any of the provisions of these General Conditions should be found to be unenforceable, it shall be stricken and the remaining provisions shall be enforceable.

5004 Option Enrollment

The board of education supports the concept embodied in the Enrollment Option Program that parents and legal guardians have the primary responsibility for insuring that their children receive the best education possible. Accordingly, the school district will participate in the option enrollment program and receive option students as provided herein.

1. Definitions.

- a. **Option Student Defined.** Option student shall mean a nonresident student who has chosen to attend the school district under the provisions of the option enrollment program.
- b. **Resident School District Defined.** Resident school district shall mean the school district in which a student resides or in which the student is deemed to reside by operation of state law.
- c. **Option School District Defined.** Option school district shall mean the school district that a student chooses to attend other than his or her resident school district.
- d. **Open Enrollment Option Student.** Open enrollment option student means a student who resides in a district that is a member of a learning community, attends a school building in another school district in the learning community as an open enrollment student, and attends the same building as an option student.
- e. **Sibling.** Sibling means all children residing in the same household on a permanent basis who have the same mother or father or who are stepbrother or stepsister to each other.

2. **Open Enrollment Option Students.** Each student attending a school building outside of the resident school district as an open enrollment student for any part of school year 2016-17 shall be automatically approved as an open enrollment option student beginning with school year 2017-18 and allowed to continue attending such school building as an option student without submitting an additional application unless the student has completed the grades offered in such school building or has been disqualified due to an expulsion. Except as provided for students attending a focus school, focus program, or magnet school, approval as an open enrollment option student does not permit the student to attend another school building within the option school district unless an proper and timely application is approved by the school board of the option school district. Upon such approval, a student previously enrolled as an open enrollment option student in the option school district shall be treated as an option student of the option school district without regard for his or her former status as an open enrollment student.

3. **Persons Entitled to Apply for Option Enrollment of Students.** Only parents and legal guardians may apply for option enrollment of students. Applications filed by foster parents and adults acting *in loco parentis* are not authorized and will be automatically denied.
4. **Duties, Entitlements and Rights of Option Students.** Except as otherwise provided herein, option students shall be treated as resident students of the school district.
5. **Standards for Acceptance or Rejection of Option Students.**
 - a. In determining whether to accept or reject applications for students to option into the district, the board of education may consider the capacity of a program, class, grade level, or school building or the availability of appropriate special education programs operated by the school district.
 - b. The school district shall not accept any option student into any program, class, grade level or school building when acceptance of the student would cause overcrowding in that program, class, grade level or school building as determined by the school administration, or would significantly increase the operating costs of the school district, such as by requiring the hiring of new staff.
 - c. The school district shall not base the decision to accept or reject an option student on the student's previous academic achievement, athletic or other extracurricular ability, disabling condition(s), proficiency in the English language, or previous disciplinary proceedings.
 - d. If there are more option student applicants for any program, class, grade level or school building than can be accepted into such program, class, grade level or school building, applicants shall be accepted in the following order:
 - i. Students with siblings attending the school district, either as resident students or as option students, shall be granted first priority;
 - ii. Second priority shall be granted to students who have previously been enrolled in the school district as an open enrollment student;
 - iii. Third priority shall be given to students who reside in the Learning Community and who contribute to the socioeconomic diversity of enrollment at the school building to which the student will be assigned;
 - iv. Final priority shall be given to other students who reside in the Learning Community.
 - e. The district is not required to accept a student meeting the priority criteria listed above if the district is at capacity (unless the student is an open enrollment option student or the student relocates as provided in § 79-240).

- f. For purposes of Nebraska’s enrollment option program, a student who contributes to the socioeconomic diversity of enrollment at a school building within a Learning Community means:
 - i. A student who does not qualify for free or reduced-price lunches when the school building the student will be assigned to attend either has more students qualifying for free or reduced-price lunches than the average percentage of such students in all school buildings in the Learning Community or provides free meals to all students pursuant to the community eligibility provision; or
 - ii. A student who qualifies for free or reduced-price lunches when the school building the student will be assigned to attend has fewer students qualifying for free or reduced-price lunches than the average percentage of such students in all school buildings in the Learning Community and does not provide free meals to all students pursuant to the community eligibility provision.

- 6. **False or Misleading Option Applications.** If, prior to the student’s attendance as an option student, the school district discovers that a previously accepted option application contained false or substantively misleading information, the option application will be rejected.

- 7. **Certain Programs Unavailable to Option Students.** The board reserves the right by resolution to declare a program, a class, or a school building unavailable to option students due to lack of capacity.

- 8. **Academic Credits and Graduation.** The school district shall accept credits toward graduation that were awarded by another school district, and shall award a diploma to an option student if the student meets the graduation requirements of the school district.

- 9. **Information Regarding Schools, Programs, Policies and Procedures.** The school district, its officers and employees, shall make information about the school district and its schools, programs, policies and procedures available to all interested people.

- 10. **Procedure for Students Optioning Into or Out of the School District.**
 - a. The parent or legal guardian of any student desiring to option into or out of the school district shall submit a proper application between September 1 and March 15 to the board of education and the other affected school district for enrollment during the following and subsequent school years. Any application requiring the approval of the school district shall be deemed submitted when the application is actually received in the school district’s business office.

 - b. On or before April 1st, the school district shall notify the parent or legal guardian of any student who has submitted an application to option into the school district and the resident school district, in writing, whether the application is accepted or rejected. If an application is rejected, the reason for such rejection shall be stated in the notification. This written notice shall be sent via certified mail to the address listed on the option application.

11. Late Applications.

- a. When the option application is submitted after March 15th, the board of education will only consent to a student optioning out of the school district under the following circumstances:
- b. The board of education will approve late applications to option into the district under the following conditions:
 - i. When the resident district has released the student;
 - ii. When the student's late enrollment into the district meets the standards for acceptance or rejection of option students contained elsewhere in this policy;
- c. The superintendent will notify parents or guardians who have submitted properly completed option applications after March 15th no later than 60 days following submission of the application of the board's acceptance or rejection of the application.

12. Students Who Do Not Need a Release from the Resident District.

- a. A student does not need to be released from his/her resident district under the following circumstances:
 - i. When the student has relocated to a different resident school district after February 1; or
 - ii. When a student's option school district merges with another district effective after February 1.
- b. The board shall accept or reject an application from a student under this paragraph using the criteria set forth in this policy and will take action on the application within forty-five days.

13. Cancellation of Option. Except for open enrollment option students, students who option either into or out of the school district shall:

- a. Attend the option school district until graduation or relocation/re-option in a different resident school district unless the student chooses to return to the resident school district, in which case the student's parent or legal guardian shall timely submit a cancellation form to the school board or board of education of the option school district and the resident school district for approval for the following year.
- b. Attend an option school district for not less than one school year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end the school year, transfers to a parochial or private school or, upon mutual agreement of the resident and option school districts, cancels the enrollment option and returns to the resident school district.

- 14. Authority of Superintendent.** The board of education authorizes the superintendent of schools to make decisions on its behalf pursuant to and to apply the criteria articulated by this policy in determining whether to grant or deny option enrollment applications.

Adopted on: January 23, 2017

Revised on:

Reviewed on: January 23, 2017

5007

Enrollment of Expelled Students

The administration shall not enroll any student during the term of any known expulsion of the student from any public school in any state unless the board of education has approved the enrollment by a vote of a majority of the members of the board. The district shall not enroll any student during the known term of any expulsion of the student from a private school for an offense for which expulsion is authorized for a public school student unless the board has approved the enrollment by a vote of a majority of the members of the board. This policy does not require the board to take a vote on the enrollment application of any such student.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

6015

Summer School

The school district may conduct a summer school program to provide additional educational opportunities for students who need remedial instruction and/or to enrich students' educational experiences. High School students may earn credit toward graduation that may result in a revision of class placement in the high school, but such advance placement is not guaranteed.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

4016

Jury Duty/Service as Witness in Court

An employee who has been called to serve as a juror will be granted paid leave. Employees must sign over to the district the compensation they receive for jury duty, but not compensation for expenses.

An employee who has been subpoenaed to testify as a witness in a court proceeding shall be entitled to ~~one day of~~ paid leave. To receive paid leave, the employee must sign over to the district his or her witness fee.

An employee who has been subpoenaed to testify in court in a matter relating to business of the District will be considered on official District business.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

Bill Review Schedule for 2020

January 13

Jay
Mary

February 10

Heather
Linda

March 9

Robin
Liz

April 13

Mary
Heather

May 11

Linda
Liz

June 8

Robin
Jay

July 13

Mary
Heather

August 10

Jay
Liz

September 14

Heather
Linda

October 12

Robin
Liz

November 9

Mary
Jay

December 14

Robin
Linda