

## **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
    - 5.1.1. NASB Communication Survey  
**Speaker(s):** Dr. Jay Irwin and Ms. Heather Johnson
6. Superintendent's Report  
**Speaker(s):** Superintendent
  - 6.1. Alternative Education Program  
**Speaker(s):** Mr. Clint Williams
  - 6.2. Summer School Report  
**Speaker(s):** Dr. Cecilia Wilken
  - 6.3. COVID-19 Pandemic Response Update  
**Speaker(s):** Dr. Mark Adler
  - 6.4. Nebraska Department of Education Rule 10 Affidavit  
**Speaker(s):** Dr. Mark Adler
  - 6.5. Government Relations Update  
**Speaker(s):** Dr. Mark Adler
  - 6.6. NASB Updates and Information  
**Speaker(s):** Dr. Jay Irwin
  - 6.7. Enrollment Update  
**Speaker(s):** Dr. Mark Adler
7. Standards Based School Improvement
  - 7.1. Sign Language Interpreter Contract (Action)  
**Speaker(s):** Dr. Michael Rupprecht
  - 7.2. 1:1 Technology Initiative (Action)  
**Speaker(s):** Dr. Mark Adler
8. Policy Review
  - 8.1. Board of Education Policy Review Process Update  
**Speaker(s):** Dr. Mark Adler
  - 8.2. Policy 5019 Communicating with Parents (Action)

**Speaker(s):** Dr. Mark Adler

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 \_\_\_\_\_

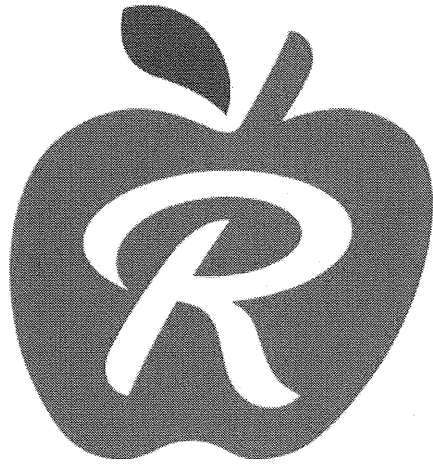
Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Subject of Public Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Ralston**  
PUBLIC SCHOOLS

**Accounts Payable  
Spending Report  
BOE ~ May 11, 2020**

**\*Depreciation Fund: \$114,301.48**

**\*Special Building Fund: \$128,906.02**

**\*QCPUF Fund: \$20,000.00**

**\*\*Total Report: \$880,760.78**

EFINANCE -- POWERSCHOOL  
 DATE: 05/07/2020  
 TIME: 11:12:43

RALSTON PUBLIC SCHOOLS  
 CHECK REGISTER - BY FUND

PAGE NUMBER: 1  
 ACCTPA21

SELECTION CRITERIA: transact.ck\_date='20200511 00:00:00.000'  
 ACCOUNTING PERIOD: 9/20

FUND -- 01 -- GENERAL FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	122981	05/11/20	43	ACTION BATTERIES UN	0126020261000	20610	RPS MAINTENANCE RMS	0.00	199.90
9001	122982	05/11/20	6429	AE SUPPLY	0136020262000	20430	RPS MAINTENANCE RHS	0.00	2,950.00
9001	122983	05/11/20	170	APPLE INC.	0116920115000	20734	RPS TECHNOLOGY ELL	0.00	899.00
9001	122983	05/11/20	170	APPLE INC.	0126020115000	20734	RPS TECHNOLOGY ELL	0.00	899.00
9001	122983	05/11/20	170	APPLE INC.	0116620115000	20734	RPS TECHNOLOGY ELL	0.00	1,470.00
9001	122983	05/11/20	170	APPLE INC.	0116920115000	20734	RPS TECHNOLOGY ELL	0.00	1,470.00
9001	122983	05/11/20	170	APPLE INC.	0136020115000	20734	RPS TECHNOLOGY RHS	0.00	2,379.00
TOTAL CHECK								0.00	7,117.00
9001	122984	05/11/20	4348	AQUA-CHEM INC	0136020262000	20430	RPS MAINTENANCE RHS	0.00	613.40
9001	122985	05/11/20	6650	BISHOP BUSINESS	0180020253000	20442	RPS/MIDDLE SCHOOL	0.00	88.80
9001	122986	05/11/20	316	JODY L. BLESSEN	0116820110000	20610	SEYMOUR SUPPLIES	0.00	51.18
9001	122987	05/11/20	6660	BOUND TO STAY BOUND	0116720222000	20640	MOCKINGBIRD MB20204	0.00	17.21
9001	122988	05/11/20	325	BOYS TOWN	0116320120000	20569	RPS STUDENT SERVICE	0.00	3,135.57
9001	122988	05/11/20	325	BOYS TOWN	0136020120000	20569	RPS STUDENT SERVICE	0.00	3,135.57
9001	122988	05/11/20	325	BOYS TOWN	0136020120000	20569	RPS STUDENT SERVICE	0.00	3,135.57
9001	122988	05/11/20	325	BOYS TOWN	0116720120000	20569	RPS STUDENT SERVICE	0.00	3,135.57
TOTAL CHECK								0.00	12,542.28
9001	122989	05/11/20	370	BUILDERS SUPPLY COM	0136020262000	20430	RPS MAINTENANCE RHS	0.00	402.25
9001	122990	05/11/20	457	CENTER TROPHY COMPA	0180020256000	20610	RPS PUBLIC RELATION	0.00	1,305.00
9001	122991	05/11/20	2442	CITY OF RALSTON	0116420262000	20610	RPS MAINTENANCE KW	0.00	181.83
9001	122991	05/11/20	2442	CITY OF RALSTON	0136020262000	20610	RPS MAINTENANCE RHS	0.00	763.69
9001	122991	05/11/20	2442	CITY OF RALSTON	0116720262000	20610	RPS MAINTENANCE MOC	0.00	330.32
9001	122991	05/11/20	2442	CITY OF RALSTON	0116320262000	20610	RPS MAINTENANCE BLU	0.00	330.32
9001	122991	05/11/20	2442	CITY OF RALSTON	0126020262000	20610	RPS MAINTENANCE RMS	0.00	393.97
9001	122991	05/11/20	2442	CITY OF RALSTON	0116820262000	20610	RPS MAINTENANCE SEY	0.00	200.01
9001	122991	05/11/20	2442	CITY OF RALSTON	0180020262000	20610	RPS MAINTENANCE VMA	0.00	263.65
9001	122991	05/11/20	2442	CITY OF RALSTON	0116920262000	20610	RPS MAINTENANCE WW	0.00	275.78
9001	122991	05/11/20	2442	CITY OF RALSTON	0116620262000	20610	RPS MAINTENANCE MEA	0.00	290.93
TOTAL CHECK								0.00	3,030.50
9001	122992	05/11/20	3132	CITY OF RALSTON	0116920266000	20340	RPS WW 2019-2020	0.00	794.94
9001	122992	05/11/20	3132	CITY OF RALSTON	0116620266000	20340	RPS MEAD 2019-2020	0.00	838.61
9001	122992	05/11/20	3132	CITY OF RALSTON	0116720266000	20340	RPS MOCK 2019-2020	0.00	952.17
9001	122992	05/11/20	3132	CITY OF RALSTON	0116320266000	20340	RPS BLUM 2019-2020	0.00	1,004.59
9001	122992	05/11/20	3132	CITY OF RALSTON	0126020266000	20340	RPS MS 2019-2020	0.00	1,231.71
9001	122992	05/11/20	3132	CITY OF RALSTON	0116420266000	20340	RPS KW 2019-2020	0.00	524.13
9001	122992	05/11/20	3132	CITY OF RALSTON	0116820266000	20340	RPS SEY 2019-2020	0.00	576.55
9001	122992	05/11/20	3132	CITY OF RALSTON	0136020266000	20340	RP HS 2019-2020	0.00	2,812.85
TOTAL CHECK								0.00	8,735.55
9001	122993	05/11/20	7229	COGNIA INC.	0180020221000	20810	RPS HUMAN RESOURCES	0.00	10,800.00

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RALSTON PUBLIC SCHOOLS  
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 ACCOUNTING PERIOD: 9/20

FUND - 01 - GENERAL FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0180020261000	20610	#H1131 LIFT OUT TIL	0.00	116.90
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0180020261000	20610	#I311 5 GAL HARD AS	0.00	1,307.25
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0180020261000	20610	#H3650 5 GAL AXE ST	0.00	1,042.50
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0180020261000	20610	#N9000 20" BLACK PA	0.00	312.00
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0180020261000	20610	#N6000 17" Black Pa	0.00	219.60
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0180020261000	20610	PARTS/REPAIRS 8" UN	0.00	88.00
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0180020261000	20610	X-LARGE WAX MOP HEA	0.00	89.70
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0180020261000	20610	Pro Guard Nitrile P	0.00	17.85
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0126020261000	20610	PARTS/REPAIRS WINDO	0.00	38.75
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0126020261000	20610	PARTS/REPAIRS WHITE	0.00	32.00
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0126020261000	20610	#11894515 POWER TIM	0.00	43.80
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0126020261000	20610	#10243015 JIFFY SPK	0.00	39.70
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0136020261000	20610	PARTS/REPAIRS REPAI	0.00	125.50
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0116320261000	20610	#I694 MARS DEGREASE	0.00	96.00
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0116320261000	20610	#11895715 WINDOW SH	0.00	38.75
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0116320261000	20610	PRO GUARD NITRILE P	0.00	23.80
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0116320261000	20610	#3110 Dust wards	0.00	38.85
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0180020261000	20610	#H3650 5 GAL AX-IT	0.00	500.85
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0180020261000	20610	#I311 5 GAL HARD AS	0.00	1,210.15
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0136020261000	20610	#H3650 5 GAL MULTI	0.00	588.00
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0136020261000	20610	#OC12 Wet Mop Handl	0.00	29.00
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0136020261000	20610	#HLRG11 Large Wet M	0.00	36.90
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0180020261000	20610	#H102 VAPOR RUG EXT	0.00	168.00
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0180020261000	20610	#I887 CARPET SPOT R	0.00	94.80
9001	122994	05/11/20	583	COMMERCIAL CLEANING	0180020261019	20610	RPS MAINTENANCE COV	0.00	468.00
TOTAL CHECK									6,766.65
9001	122995	05/11/20	4037	COX BUSINESS SERVIC	0180020258000	20382	RPS/ADMIN MAY 1, 20	0.00	3,357.20
9001	122996	05/11/20	5853	COX MEDIA, LLC	0136020110000	20441	RPS/RHS2020GRADUATI	0.00	7,500.00
9001	122997	05/11/20	3128	DIGITAL DOT SYSTEMS	0126020110000	20734	RPS TECHNOLOGY RMS	0.00	314.00
9001	122997	05/11/20	3128	DIGITAL DOT SYSTEMS	0126020110000	20734	RPS TECHNOLOGY RMS	0.00	129.00
TOTAL CHECK									443.00
9001	122998	05/11/20	6715	DIGITAL EXPRESS	0180020256000	20550	RPS PUBLIC RELATION	0.00	3,305.94
9001	122999	05/11/20	127	EASTERN NEBRASKA HU	0136020120000	20569	RPS STUDENT SERVICE	0.00	2,752.00
9001	123000	05/11/20	131	EBSCO INFORMATION S	0116420222000	20640	KARENWESTERN KW2020	0.00	170.40
9001	123001	05/11/20	3112	EGAN SUPPLY COMPANY	0136020261000	20610	RPS MAINTENANCE RHS	0.00	3,865.00
9001	123001	05/11/20	3112	EGAN SUPPLY COMPANY	0136020262000	20430	RPS MAINTENANCE RHS	0.00	1,982.30
TOTAL CHECK									5,847.30
9001	123002	05/11/20	5121	ELECTRICAL ENGINEER	0126020262000	20430	RPS MAINTENANCE RMS	0.00	282.86
9001	123003	05/11/20	5993	ESU #3/METRO REGION	0126020110000	20330	RPS STUDENT SERVICE	0.00	492.00
9001	123003	05/11/20	5993	ESU #3/METRO REGION	0116820218100	20320	RPS STUDENT SERVICE	0.00	545.23
9001	123003	05/11/20	5993	ESU #3/METRO REGION	0116920218100	20320	RPS STUDENT SERVICE	0.00	545.24
9001	123003	05/11/20	5993	ESU #3/METRO REGION	0126020218100	20320	RPS STUDENT SERVICE	0.00	545.24
9001	123003	05/11/20	5993	ESU #3/METRO REGION	0136020218100	20320	RPS STUDENT SERVICE	0.00	545.24

EFINANCE - POWERSCHOOL  
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RALSTON PUBLIC SCHOOLS  
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SELECTION CRITERIA: transact.ck\_date='20200511 00:00:00.000'  
 ACCOUNTING PERIOD: 9/20

FUND - 01 - GENERAL FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
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9001	123003	05/11/20	5993	ESU #3/METRO REGION	0116720120000	20569	RPS STUDENT SERVICE	0.00	3,621.00
9001	123003	05/11/20	5993	ESU #3/METRO REGION	0116320120000	20569	RPS STUDENT SERVICE	0.00	7,582.00
9001	123003	05/11/20	5993	ESU #3/METRO REGION	0116420120000	20569	RPS STUDENT SERVICE	0.00	7,922.00
9001	123003	05/11/20	5993	ESU #3/METRO REGION	0136020120000	20569	RPS STUDENT SERVICE	0.00	8,415.00
9001	123003	05/11/20	5993	ESU #3/METRO REGION	0116820120000	20569	RPS STUDENT SERVICE	0.00	7,922.00
TOTAL CHECK									
9001	123004	05/11/20	4130	EYMAN PLUMBING INC	0126020262000	20430	RPS MAINTENANCE RMS	0.00	1,132.50
9001	123005	05/11/20	272	FOLLETT SCHOOL SOLU	0136020222000	20640	RALSTON HIGH HS2033	0.00	240.63
9001	123005	05/11/20	272	FOLLETT SCHOOL SOLU	0136020222000	20640	RALSTON HIGH HS2033	0.00	338.82
9001	123005	05/11/20	272	FOLLETT SCHOOL SOLU	0136020222000	20640	RALSTON HIGH HS2033	0.00	136.30
9001	123005	05/11/20	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB20204	0.00	43.46
TOTAL CHECK									
9001	123006	05/11/20	1622	GOODWILL INDUSTRIES	0136020120000	20569	RPS STUDENT SERVICE	0.00	387.00
9001	123007	05/11/20	344	GOODWIN TUCKER GROU	0116620262000	20430	RPS MAINTENANCE MEA	0.00	313.65
9001	123008	05/11/20	1474	HEARTLAND FOUNDATIO	0136020120000	20569	RPS STUDENT SERVICE	0.00	3,700.00
9001	123008	05/11/20	1474	HEARTLAND FOUNDATIO	0116720120000	20569	RPS STUDENT SERVICE	0.00	3,700.00
9001	123008	05/11/20	1474	HEARTLAND FOUNDATIO	0116420120000	20569	RPS STUDENT SERVICE	0.00	3,700.00
9001	123008	05/11/20	1474	HEARTLAND FOUNDATIO	0136020120000	20569	RPS STUDENT SERVICE	0.00	3,700.00
9001	123008	05/11/20	1474	HEARTLAND FOUNDATIO	0116720120000	20569	RPS STUDENT SERVICE	0.00	3,700.00
TOTAL CHECK									
9001	123009	05/11/20	6960	THE HOME DEPOT PRO/	0136020261000	20610	NEW EQUIPMENT WINDS	0.00	4,322.03
9001	123009	05/11/20	6960	THE HOME DEPOT PRO/	0180020261019	20610	RPS MAINTENANCE COV	0.00	209.52
9001	123009	05/11/20	6960	THE HOME DEPOT PRO/	0180020261019	20610	RPS MAINTENANCE COV	0.00	69.84
9001	123009	05/11/20	6960	THE HOME DEPOT PRO/	0180020261019	20610	RPS MAINTENANCE COV	0.00	69.84
9001	123009	05/11/20	6960	THE HOME DEPOT PRO/	0180020261019	20610	RPS MAINTENANCE COV	0.00	39.84
9001	123009	05/11/20	6960	THE HOME DEPOT PRO/	0180020261019	20610	RPS MAINTENANCE COV	0.00	349.20
9001	123009	05/11/20	6960	THE HOME DEPOT PRO/	0180020261019	20610	RPS MAINTENANCE COV	0.00	358.56
9001	123009	05/11/20	6960	THE HOME DEPOT PRO/	0180020261019	20610	RPS MAINTENANCE COV	0.00	312.00
TOTAL CHECK									
9001	123010	05/11/20	5808	HONG T. HUYNH	0136020115000	20320	RHS 11/7/19&2/11/20	0.00	162.00
9001	123010	05/11/20	5808	HONG T. HUYNH	0136020115000	20320	REIMBU11/7/19&2/11/	0.00	4.60
TOTAL CHECK									
9001	123011	05/11/20	2781	HOPE MEDICAL OUTREA	0116820115000	20320	RPS ELL DEPT. SEY	0.00	78.75
9001	123011	05/11/20	2781	HOPE MEDICAL OUTREA	0116420115000	20320	RPS ELL DEPT. KW	0.00	52.50
9001	123011	05/11/20	2781	HOPE MEDICAL OUTREA	0116620115000	20320	RPS ELL DEPT. MEAD	0.00	367.50
9001	123011	05/11/20	2781	HOPE MEDICAL OUTREA	0116720115000	20320	RPS ELL DEPT. MOCK	0.00	376.25
9001	123011	05/11/20	2781	HOPE MEDICAL OUTREA	0126020115000	20320	RPS ELL DEPT. RMS	0.00	271.25
9001	123011	05/11/20	2781	HOPE MEDICAL OUTREA	0116320115000	20320	RPS ELL DEPT. BLUM	0.00	761.25
TOTAL CHECK									
9001	123012	05/11/20	2715	HY-VEE GAS	0180020262000	20626	RPS MAITENANCE DW	0.00	908.12
9001	123012	05/11/20	2715	HY-VEE GAS	0180020271200	20626	RPS TRANSPORTATION	0.00	565.40
9001	123012	05/11/20	2715	HY-VEE GAS	0180020271000	20510	RPS TRANSPORTATION	0.00	249.22

EFINANCE -- POWERSCHOOL  
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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	123012	05/11/20	2715	HY-VEE GAS	0136020120000	20610	RPS STUDENT SERVICE	0.00	68.30
9001	123012	05/11/20	2715	HY-VEE GAS	0180020262000	20626	RPS TRANSP/MAINT MA	0.00	36.01
9001	123012	05/11/20	2715	HY-VEE GAS	0136020110060	20610	RPS HIGH SCHOOL	0.00	111.34
9001	123012	05/11/20	2715	HY-VEE GAS	0180020340000	20610	RPS MOCKINGBIRD BEC	0.00	153.73
TOTAL CHECK									2,092.12
9001	123016	05/11/20	2286	INFOSAFE SHREDDING	0180020232000	20320	RPS ADMIN/CO/VMAC	0.00	39.00
9001	123018	05/11/20	6672	JOURNEYED.COM, INC.	0180020258000	20735	ADOBE CREATIVE CLOU	0.00	3,183.70
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116820129200	20320	RPS STUDENT SERVICE	0.00	90.66
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116320129100	20320	RPS STUDENT SERVICE	0.00	96.00
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116620129200	20320	RPS STUDENT SERVICE	0.00	138.66
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116920129100	20320	RPS STUDENT SERVICE	0.00	192.00
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116420120000	20320	RPS STUDENT SERVICE	0.00	274.00
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0126020120000	20320	RPS STUDENT SERVICE	0.00	274.00
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116720129200	20320	RPS STUDENT SERVICE	0.00	282.66
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116420129100	20320	RPS STUDENT SERVICE	0.00	288.00
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116320129200	20320	RPS STUDENT SERVICE	0.00	342.66
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116420129200	20320	RPS STUDENT SERVICE	0.00	346.66
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116920120000	20320	RPS STUDENT SERVICE	0.00	498.00
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116720120000	20320	RPS STUDENT SERVICE	0.00	626.00
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116620129100	20320	RPS STUDENT SERVICE	0.00	416.00
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0136020120000	20320	RPS STUDENT SERVICE	0.00	754.00
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116920129200	20320	RPS STUDENT SERVICE	0.00	906.70
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116620120000	20320	RPS STUDENT SERVICE	0.00	1,026.00
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116320120000	20320	RPS STUDENT SERVICE	0.00	1,026.00
9001	123019	05/11/20	7131	JUST FOR KIDS, INC.	0116820120000	20320	RPS STUDENT SERVICE	0.00	1,538.00
TOTAL CHECK									9,116.00
9001	123020	05/11/20	4452	KISSEL.KOHOUT,ES AS	0180020231000	20810	RPS MAY 2020 LEGISL	0.00	3,458.33
9001	123021	05/11/20	6278	KOLEY JESSEN PC LLO	0180020231000	20810	RPS GENERAL MATTERS	0.00	4,204.92
9001	123021	05/11/20	6278	KOLEY JESSEN PC LLO	0180020231000	20810	RPS EXPULSION	0.00	11,559.78
9001	123021	05/11/20	6278	KOLEY JESSEN PC LLO	0180020231000	20810	RPS REAL ESTATE MAT	0.00	272.00
TOTAL CHECK									16,036.70
9001	123022	05/11/20	7232	KRIHA FLUID POWER C	0136020262000	20430	RPS MAINTENANCE RHS	0.00	410.16
9001	123022	05/11/20	7232	KRIHA FLUID POWER C	0136020262000	20430	RPS MAINTENANCE RHS	0.00	5.08
TOTAL CHECK									415.24
9001	123023	05/11/20	6193	KSR SCHOOL LAW	0180020232000	20810	RPS ADMIN/CO/VMAC	0.00	252.00
9001	123024	05/11/20	6993	LANGUAGE LINE SERVI	0116820115000	20320	RPS ELL DEPT. SEY	0.00	126.00
9001	123024	05/11/20	6993	LANGUAGE LINE SERVI	0116320120000	20320	RPS STUDENT SERVICE	0.00	4,063.07
9001	123024	05/11/20	6993	LANGUAGE LINE SERVI	0116420120000	20320	RPS STUDENT SERVICE	0.00	7,581.32
9001	123024	05/11/20	6993	LANGUAGE LINE SERVI	0116720129200	20320	RPS STUDENT SERVICE	0.00	2,782.78
9001	123024	05/11/20	6993	LANGUAGE LINE SERVI	0136020120000	20320	RPS STUDENT SERVICE	0.00	1,609.27
9001	123024	05/11/20	6993	LANGUAGE LINE SERVI	0116620120000	20320	RPS STUDENT SERVICE	0.00	2,231.81
9001	123024	05/11/20	6993	LANGUAGE LINE SERVI	0116620115000	20320	RPS ELL DEPT. NEAD	0.00	4.34
9001	123024	05/11/20	6993	LANGUAGE LINE SERVI	0116420115000	20320	RPS ELL DEPT. KW	0.00	13.02
9001	123024	05/11/20	6993	LANGUAGE LINE SERVI	0116320115000	20320	RPS ELL DEPT. BLUM	0.00	27.90

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
TOTAL CHECK								0.00	18,439.51
9001	123025	05/11/20	6111	LARSON SPEECH & LAN	0126020641200	20320	RPS STUDENT SERVICE	0.00	1,055.18
9001	123025	05/11/20	6111	LARSON SPEECH & LAN	0116720641200	20320	RPS STUDENT SERVICE	0.00	816.75
9001	123025	05/11/20	6111	LARSON SPEECH & LAN	0116320641200	20320	RPS STUDENT SERVICE	0.00	862.41
9001	123025	05/11/20	6111	LARSON SPEECH & LAN	0116420641200	20320	RPS STUDENT SERVICE	0.00	446.42
9001	123025	05/11/20	6111	LARSON SPEECH & LAN	0116820641200	20320	RPS STUDENT SERVICE	0.00	492.08
9001	123025	05/11/20	6111	LARSON SPEECH & LAN	0116920641200	20320	RPS STUDENT SERVICE	0.00	679.78
9001	123025	05/11/20	6111	LARSON SPEECH & LAN	0116620641200	20320	RPS STUDENT SERVICE	0.00	720.38
TOTAL CHECK								0.00	5,073.00
9001	123026	05/11/20	3140	LOU'S SPORTING GOOD	0136020110099	20610	RALSTON HIGH HS2033	0.00	740.00
9001	123026	05/11/20	3140	LOU'S SPORTING GOOD	0136020110099	20610	RALSTON HIGH HS2033	0.00	1,545.39
9001	123026	05/11/20	3140	LOU'S SPORTING GOOD	0136020110099	20610	RALSTON HIGH HS2033	0.00	2,869.50
9001	123026	05/11/20	3140	LOU'S SPORTING GOOD	0136020110099	20610	RALSTON HIGH HS2033	0.00	3,701.40
TOTAL CHECK								0.00	8,856.29
9001	123028	05/11/20	5314	MADISON NATIONAL LI	01	9409	RPS MAY 2020 PREMIU	0.00	10,130.75
9001	123029	05/11/20	5066	MARK HYDRAULICS CO.	0136020262000	20430	RPS MAINTENANCE RHS	0.00	221.04
9001	123030	05/11/20	4884	MATHESON TRI-GAS, I	0180020262000	20610	RPS MAINTENANCE VMA	0.00	54.29
9001	123031	05/11/20	813	MECHANICAL SALES PA	0116820262000	20430	RPS MAINTENANCE SEY	0.00	648.00
9001	123032	05/11/20	5926	MENARDS	0180020262000	20430	RPS MAINTENANCE VMA	0.00	6.44
9001	123032	05/11/20	5926	MENARDS	0180020261000	20610	RPS MAINTENANCE VMA	0.00	8.97
9001	123032	05/11/20	5926	MENARDS	0116320262000	20430	RPS MAINTENANCE BLU	0.00	15.95
9001	123032	05/11/20	5926	MENARDS	0116320262000	20430	RPS MAINTENANCE BLU	0.00	15.96
9001	123032	05/11/20	5926	MENARDS	0180020262000	20430	RPS MAINTENANCE VMA	0.00	38.64
9001	123032	05/11/20	5926	MENARDS	0126020262000	20430	RPS MAINTENANCE RMS	0.00	217.24
TOTAL CHECK								0.00	303.20
9001	123033	05/11/20	6643	JODY L. MENEAR	0116420110000	20211	REIMBURSED 4/15/202	0.00	50.00
9001	123035	05/11/20	834	METRO UTILITIES DIS	0116420261000	20621	RPS 6240 H STREET	0.00	222.40
9001	123035	05/11/20	834	METRO UTILITIES DIS	0116720261000	20629	RPS 5100 SOUTH 93RD	0.00	254.40
9001	123035	05/11/20	834	METRO UTILITIES DIS	0116820261000	20621	RPS 7900 SEYMOUR ST	0.00	320.00
9001	123035	05/11/20	834	METRO UTILITIES DIS	0126020261000	20629	RPS 8202 LAKEVIEW S	0.00	322.40
9001	123035	05/11/20	834	METRO UTILITIES DIS	0116920261000	20629	RPS 8023 RALSTON AV	0.00	87.20
9001	123035	05/11/20	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8901 PARK DRIVE	0.00	99.20
9001	123035	05/11/20	834	METRO UTILITIES DIS	0116420261000	20629	RPS 6240 H STREET	0.00	109.40
9001	123035	05/11/20	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	125.60
9001	123035	05/11/20	834	METRO UTILITIES DIS	0126020261000	20621	RPS 8202 LAKEVIEW S	0.00	128.00
9001	123035	05/11/20	834	METRO UTILITIES DIS	0180020261000	20621	RPS 8545 PARK DRIVE	0.00	147.46
9001	123035	05/11/20	834	METRO UTILITIES DIS	0180020261000	20621	RPS 8545 PARK DRIVE	0.00	151.20
9001	123035	05/11/20	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8801 PARK DRIVE	0.00	186.40
9001	123035	05/11/20	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8801 PARK DRIVE	0.00	41.60
9001	123035	05/11/20	834	METRO UTILITIES DIS	0126020261000	20629	RPS 8202 LAKEVIEW S	0.00	32.00
9001	123035	05/11/20	834	METRO UTILITIES DIS	0180020261000	20629	RPS 8545 PARK DRIVE	0.00	36.86
9001	123035	05/11/20	834	METRO UTILITIES DIS	0180020261000	20629	RPS 8545 PARK DRIVE	0.00	37.80
9001	123035	05/11/20	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	9.60

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9001	123035	05/11/20	834	METRO UTILITIES DIS	0116420261000	20629	RPS 6240 H STREET	0.00	55.60
9001	123035	05/11/20	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	2.40
9001	123035	05/11/20	834	METRO UTILITIES DIS	0116820261000	20629	RPS 7900 SEYMOUR ST	0.00	80.00
9001	123035	05/11/20	834	METRO UTILITIES DIS	0116320261000	20629	RPS 10310 MOCKINGBI	0.00	498.00
9001	123035	05/11/20	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	502.40
9001	123035	05/11/20	834	METRO UTILITIES DIS	0116920261000	20621	RPS 8023 RALSTON AV	0.00	348.80
9001	123035	05/11/20	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8901 PARK DRIVE	0.00	366.60
9001	123035	05/11/20	834	METRO UTILITIES DIS	0116620261000	20629	RPS 9205 BERRY STRE	0.00	372.20
9001	123035	05/11/20	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8901 PARK DRIVE	0.00	396.80
9001	123035	05/11/20	834	METRO UTILITIES DIS	0116420261000	20621	RPS 6240 H STREET	0.00	437.60
9001	123035	05/11/20	834	METRO UTILITIES DIS	0116720261000	20621	RPS 5100 SOUTH 93RD	0.00	1,017.60
9001	123035	05/11/20	834	METRO UTILITIES DIS	0126020261000	20621	RPS 8202 LAKEVIEW S	0.00	1,289.60
9001	123035	05/11/20	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8901 PARK DRIVE	0.00	1,466.40
9001	123035	05/11/20	834	METRO UTILITIES DIS	0116620261000	20621	RPS 9205 BERRY STRE	0.00	1,488.80
9001	123035	05/11/20	834	METRO UTILITIES DIS	0116320261000	20621	RPS 10310 MOCKINGBI	0.00	1,992.00
TOTAL CHECK								0.00	12,606.32
9001	123036	05/11/20	7158	MILESTONES DISABILI	0136020120000	20320	RPS STUDENT SERVICE	0.00	1,111.32
9001	123036	05/11/20	7158	MILESTONES DISABILI	0136020120000	20320	RPS STUDENT SERVICE	0.00	1,439.26
TOTAL CHECK								0.00	2,550.58
9001	123037	05/11/20	7231	JOSE OSMIN MIRANDA	0180020261000	20610	REIMBURSED WORK JEA	0.00	61.97
9001	123038	05/11/20	797	NCSA	0180020251000	20330	RPS JASON BUCKINGHA	0.00	75.00
9001	123038	05/11/20	797	NCSA	0180020249000	20330	RPS MELISSA STOLLEY	0.00	75.00
9001	123038	05/11/20	797	NCSA	0180020251000	20810	2020-21 MEMB. RENEW	0.00	335.00
9001	123038	05/11/20	797	NCSA	0180020232000	20810	2020-21 MEMB. RENEW	0.00	805.00
TOTAL CHECK								0.00	1,290.00
9001	123039	05/11/20	4085	NEBR COMMUNITY FOUN	0136020670000	20320	RPS ELL DEPT. PERKI	0.00	2,463.00
9001	123040	05/11/20	6519	MIRANDA R OBERSCHUL	0116620110000	20333	REIMBURSI/7-3/12/20	0.00	27.60
9001	123041	05/11/20	921	OFFICE DEPOT	0180020232000	20610	RPS ADMIN/CO CO2020	0.00	80.60
9001	123041	05/11/20	921	OFFICE DEPOT	0180020232000	20610	RPS ADMIN/CO CO2020	0.00	57.68
9001	123041	05/11/20	921	OFFICE DEPOT	0180020232000	20610	RPS ADMIN CO202022	0.00	143.82
9001	123041	05/11/20	921	OFFICE DEPOT	0180020249000	20610	RPS STU/SER 5520206	0.00	-67.60
9001	123041	05/11/20	921	OFFICE DEPOT	0116620110000	20610	MEADOWS MW202082	0.00	-24.99
9001	123041	05/11/20	921	OFFICE DEPOT	0126020110000	20610	RALSTONMIDDLEMS2022	0.00	-17.15
9001	123041	05/11/20	921	OFFICE DEPOT	0116720110000	20610	MOCKINGBIRD MB20204	0.00	-6.78
TOTAL CHECK								0.00	165.58
9001	123042	05/11/20	933	OMAHA DOOR & WINDOW	0116820262000	20430	RPS MAINTENANCE SEY	0.00	1,319.40
9001	123043	05/11/20	936	OMAHA PUBLIC POWER	0180020261000	20622	RPS ADMIN/VMAC	0.00	2,119.21
9001	123043	05/11/20	936	OMAHA PUBLIC POWER	0116820261000	20622	RPS SEYMOUR	0.00	2,122.30
9001	123043	05/11/20	936	OMAHA PUBLIC POWER	0116620261000	20622	RPS MEADOWS	0.00	2,167.59
9001	123043	05/11/20	936	OMAHA PUBLIC POWER	0116420261000	20622	RPS KAREN WESTERN	0.00	2,859.27
9001	123043	05/11/20	936	OMAHA PUBLIC POWER	0116320261000	20622	RPS BLUMFIELD	0.00	3,546.18
9001	123043	05/11/20	936	OMAHA PUBLIC POWER	0116720261000	20622	RPS MOCKINGBIRD	0.00	4,058.64
9001	123043	05/11/20	936	OMAHA PUBLIC POWER	0126020261000	20622	RPS MIDDLE SCHOOL	0.00	10,210.33
9001	123043	05/11/20	936	OMAHA PUBLIC POWER	0136020261000	20622	RPS HIGH SCHOOL	0.00	19,872.07

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	123043	05/11/20	936	OMAHA PUBLIC POWER	0116920261000	20622	RPS WILDEWOOD	0.00	2,075.50
TOTAL CHECK								0.00	49,031.09
9001	123044	05/11/20	940	OMAHA WINNELSON	0116420262000	20430	RPS MAINTENANCE KW	0.00	526.36
9001	123044	05/11/20	940	OMAHA WINNELSON	0116320262000	20430	RPS MAINTENANCE BLU	0.00	454.86
9001	123044	05/11/20	940	OMAHA WINNELSON	0126020262000	20430	RPS MAINTENANCE RMS	0.00	181.65
9001	123044	05/11/20	940	OMAHA WINNELSON	0116320262000	20430	RPS MAINTENANCE BLU	0.00	227.54
TOTAL CHECK								0.00	1,390.41
9001	123045	05/11/20	2808	ONE SOURCE	0180020257000	20340	RPS HUMAN RESOURCES	0.00	185.00
9001	123046	05/11/20	1915	O'REILLY AUTOMOTIVE	0180020262000	20610	RPS MAINTENANCE VMA	0.00	43.97
9001	123047	05/11/20	2095	ORIENTAL TRADING CO	0116420222000	20640	KARENWESTERN KW2020	0.00	41.90
9001	123048	05/11/20	954	P & A MANAGEMENT CO	0136020110000	20441	RPS LEASE 7547&7547	0.00	1,200.00
9001	123049	05/11/20	2383	PRAIRIE MECHANICAL	0116420262000	20430	RPS MAINTENANCE KW	0.00	9,141.00
9001	123051	05/11/20	2792	JODELL SHYMKEWICZ	0116620620000	20333	REIMB11/25/19-3/12/	0.00	34.33
9001	123051	05/11/20	2792	JODELL SHYMKEWICZ	0116720620000	20333	REIMB11/25/19-3/12/	0.00	34.34
TOTAL CHECK								0.00	68.67
9001	123052	05/11/20	3366	RALSTON PUBLIC SCHO	0116420129100	20610	RPS SS/PS B&L MAR20	0.00	58.94
9001	123052	05/11/20	3366	RALSTON PUBLIC SCHO	0116820129100	20610	RPS SS/PS B&L MAR20	0.00	64.73
9001	123052	05/11/20	3366	RALSTON PUBLIC SCHO	0116920129100	20610	RPS SS/PS B&L MAR20	0.00	88.93
9001	123052	05/11/20	3366	RALSTON PUBLIC SCHO	0116620129100	20610	RPS SS/PS B&L MAR20	0.00	94.20
9001	123052	05/11/20	3366	RALSTON PUBLIC SCHO	0116720129100	20610	RPS SS/PS B&L MAR20	0.00	106.83
9001	123052	05/11/20	3366	RALSTON PUBLIC SCHO	0116320129100	20610	RPS SS/PS B&L MAR20	0.00	112.62
TOTAL CHECK								0.00	526.25
9001	123053	05/11/20	6662	RIVISTAS, LLC	0136020222000	20640	RALSTON HIGH HS2033	0.00	1,240.60
9001	123054	05/11/20	3242	ROCKBROOK FLOORS IN	0136020262000	20430	RPS MAINTENANCE RHS	0.00	595.00
9001	123055	05/11/20	7227	RSCHOOLTODAY	0126020110000	20610	RALSTONMIDDLEMS2022	0.00	593.75
9001	123056	05/11/20	1635	MICHAEL J RUPPRECHT	0180020257000	20580	REIMBURS1/31-3/5/20	0.00	508.53
9001	123057	05/11/20	6239	JULIE A. SANDILAND	0116720110000	20333	REIMBUS/27/19-3/13/	0.00	37.02
9001	123058	05/11/20	1365	SIGNIT	0136020262000	20430	RPS MAINTENANCE RHS	0.00	20.00
9001	123060	05/11/20	5589	SPECTRUM PAINT	0136020262000	20430	RPS MAINTENANCE RHS	0.00	120.84
9001	123060	05/11/20	5589	SPECTRUM PAINT	0136020262000	20430	RPS MAINTENANCE RHS	0.00	121.66
TOTAL CHECK								0.00	242.50
9001	123061	05/11/20	4622	STACEY STOFFEL	0180020340000	20330	REIMBURSED 3825/20C	0.00	213.90
9001	123062	05/11/20	6009	STERLING COMPUTERS	0116920115000	20734	CHROMEBOOKS AND L.I.C	0.00	1,539.60
9001	123062	05/11/20	6009	STERLING COMPUTERS	0180020258019	20650	RHS CHROMEBOOKS 1:1	0.00	144,177.00
9001	123062	05/11/20	6009	STERLING COMPUTERS	0126020110001	20640	RPS TECHNOLOGY RMS	0.00	7,864.20

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FUND - 01 - GENERAL FUND									
CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	123062	05/11/20	6009	STERLING COMPUTERS	0136020110001	20640	RPS TECHNOLOGY RHS	0.00	31,456.80
TOTAL CHECK									185,037.60
9001	123063	05/11/20	2051	TRANE	0126020262000	20430	RPS MAINTENANCE RMS	0.00	19,929.00
9001	123064	05/11/20	6034	TRUCK CENTER COMPAN	0180020271000	20430	RPS TRANSPORTATION	0.00	-3,510.68
9001	123064	05/11/20	6034	TRUCK CENTER COMPAN	0180020271000	20430	RPS TRANSPORTATION	0.00	-55.66
9001	123064	05/11/20	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	1,555.28
9001	123064	05/11/20	6034	TRUCK CENTER COMPAN	0180020271000	20430	RPS TRANSPORTATION	0.00	4,066.34
TOTAL CHECK									2,055.28
9001	123066	05/11/20	5688	CECILIA JEAN WILKEN	0180020221200	20333	REIMB10/28/19-3/12/	0.00	330.15
9001	123067	05/11/20	6164	JOSHUA C WILKEN	0136020241000	20333	REIMBURSEL/9-4/9/20	0.00	162.51
9001	123068	05/11/20	5771	UNITE PRIVATE NETWO	0180020258000	20382	RPS TECHNOLOGY	0.00	416.04
9001	123069	05/11/20	1257	VAUGHN ELECTRIC	0126020262000	20430	RPS MAINTENANCE RMS	0.00	1,429.82
9001	123070	05/11/20	4832	VERIZON WIRELESS	0180020271200	20530	RPS TRANSPORTATION	0.00	487.98
9001	123070	05/11/20	4832	VERIZON WIRELESS	0180020271000	20530	RPS TRANSPORTATION	0.00	108.44
TOTAL CHECK									596.42
9001	123071	05/11/20	6317	VISION SERVICE PLAN 01		9409	RPS MAY 2020 PREMIU	0.00	3,178.43
9001	123072	05/11/20	1268	VOSS LIGHTING	0116820262000	20430	RPS MAINTENANCE SEY	0.00	19.81
9001	123073	05/11/20	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS KAREN WESTERN	0.00	34.39
9001	123073	05/11/20	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS BLUMFIELD	0.00	5.23
9001	123073	05/11/20	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS HIGH SCHOOL	0.00	-72.89
9001	123073	05/11/20	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MEADOWS	0.00	-61.44
9001	123073	05/11/20	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS WILDEWOOD	0.00	-58.14
9001	123073	05/11/20	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MOCKINGBIRD	0.00	-47.12
9001	123073	05/11/20	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MIDDLE SCHOOL	0.00	108.32
9001	123073	05/11/20	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS ADMIN/VMAC	0.00	68.00
9001	123073	05/11/20	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS SEYMOUR	0.00	59.16
TOTAL CHECK									35.51
9001	123074	05/11/20	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS BLUMFIELD	0.00	60.62
9001	123074	05/11/20	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS KAREN WESTERN	0.00	60.62
9001	123074	05/11/20	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MOCKINGBIRD	0.00	60.62
9001	123074	05/11/20	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS SEYMOUR	0.00	60.62
9001	123074	05/11/20	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS WILDEWOOD	0.00	60.62
9001	123074	05/11/20	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MEADOWS	0.00	60.63
9001	123074	05/11/20	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS ADMIN/VMAC/CO	0.00	749.72
9001	123074	05/11/20	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS HIGH SCHOOL	0.00	752.47
9001	123074	05/11/20	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MIDDLE SCHOOL	0.00	219.58
TOTAL CHECK									2,085.50
9001	123075	05/11/20	6719	WESTLAKE ACE HARDWA	0180020262000	20610	RPS MAINTENANCE VMA	0.00	34.89
9001	123075	05/11/20	6719	WESTLAKE ACE HARDWA	0180020261000	20610	RPS MAINTENANCE VMA	0.00	34.95
9001	123075	05/11/20	6719	WESTLAKE ACE HARDWA	0116720262000	20430	RPS MAINTENANCE MOC	0.00	3.18

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9001	123075	05/11/20	6719	WESTLAKE ACE HARDWA	0136020262000	20430	RPS MAINTENANCE RHS	0.00	5.99
9001	123075	05/11/20	6719	WESTLAKE ACE HARDWA	0180020262000	20610	RPS MAINTENANCE VMA	0.00	15.98
TOTAL CHECK									94.99
9001	123076	05/11/20	6491	WHAT'S BUGGIN' YA	0116320261000	20340	RPS MAINTENANCE BLU	0.00	35.00
9001	123076	05/11/20	6491	WHAT'S BUGGIN' YA	0116420261000	20340	RPS MAINTENANCE KW	0.00	35.00
9001	123076	05/11/20	6491	WHAT'S BUGGIN' YA	0116620261000	20340	RPS MAINTENANCE MEA	0.00	35.00
9001	123076	05/11/20	6491	WHAT'S BUGGIN' YA	0116720261000	20340	RPS MAINTENANCE MOC	0.00	35.00
9001	123076	05/11/20	6491	WHAT'S BUGGIN' YA	0116820261000	20340	RPS MAINTENANCE SEY	0.00	35.00
9001	123076	05/11/20	6491	WHAT'S BUGGIN' YA	0116920261000	20340	RPS MAINTENANCE WW	0.00	35.00
9001	123076	05/11/20	6491	WHAT'S BUGGIN' YA	0126020261000	20340	RPS MAINTENANCE RMS	0.00	40.00
9001	123076	05/11/20	6491	WHAT'S BUGGIN' YA	0136020261000	20340	RPS MAINTENANCE RHS	0.00	40.00
9001	123076	05/11/20	6491	WHAT'S BUGGIN' YA	0180020261000	20340	RPS MAINTENANCE VMA	0.00	50.00
TOTAL CHECK									340.00
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0126020262000	20430	RPS MAINTENANCE RMS	0.00	52.00
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0180020262000	20430	RPS MAINTENANCE VMA	0.00	52.20
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116920262000	20430	RPS MAINTENANCE WW	0.00	54.60
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116620262000	20430	RPS MAINTENANCE MEA	0.00	57.60
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116720262000	20430	RPS MAINTENANCE MOC	0.00	43.60
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116320262000	20430	RPS MAINTENANCE BLU	0.00	43.60
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116420262000	20430	RPS MAINTENANCE KW	0.00	36.00
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116920262000	20430	RPS MAINTENANCE WW	0.00	36.40
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116620262000	20430	RPS MAINTENANCE MEA	0.00	38.40
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116820262000	20430	RPS MAINTENANCE SEY	0.00	39.60
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116420262000	20430	RPS MAINTENANCE KW	0.00	62.54
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116320262000	20430	RPS MAINTENANCE BLU	0.00	65.40
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116720262000	20430	RPS MAINTENANCE MOC	0.00	65.40
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116820262000	20430	RPS MAINTENANCE SEY	0.00	68.80
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0126020262000	20430	RPS MAINTENANCE RMS	0.00	78.00
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0180020262000	20430	RPS MAINTENANCE VMA	0.00	90.70
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116920262000	20430	RPS MAINTENANCE WW	0.00	94.86
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116620262000	20430	RPS MAINTENANCE MEA	0.00	100.07
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0136020262000	20430	RPS MAINTENANCE RHS	0.00	100.80
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0136020262000	20430	RPS MAINTENANCE RHS	0.00	262.68
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0136020262000	20430	RPS MAINTENANCE RHS	0.00	110.00
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116720262000	20430	RPS MAINTENANCE MOC	0.00	113.62
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116320262000	20430	RPS MAINTENANCE BLU	0.00	113.62
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0126020262000	20430	RPS MAINTENANCE RMS	0.00	135.51
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0136020262000	20430	RPS MAINTENANCE RHS	0.00	151.20
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0180020262000	20430	RPS MAINTENANCE VMA	0.00	34.80
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116420262000	20430	RPS MAINTENANCE KW	0.00	24.00
9001	123078	05/11/20	5026	ZIMCO SUPPLY COMPAN	0116820262000	20430	RPS MAINTENANCE SEY	0.00	26.40
TOTAL CHECK									2,152.40
9001	123079	05/11/20	6866	ZTRIP NE	0180020271200	20510	RPS STUDENT SERVICE	0.00	2,705.83
9001	123080	05/11/20	5926	MENARDS	0180020262000	20610	RPS MAINTENANCE VMA	0.00	0.93
9001	123080	05/11/20	5926	MENARDS	0116320262000	20430	RPS MAINTENANCE BLU	0.00	27.22
TOTAL CHECK									28.15
9001	123081	05/11/20	4527	LISA SCHROEDER	0116620110000	20610	MEADOWS POSTCARDS	0.00	62.38

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FUND - 01 - GENERAL FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	123082	05/11/20	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS ADMIN 4/1-4/30/	0.00	804.44
TOTAL CASH ACCOUNT								0.00	533,870.13
TOTAL FUND								0.00	533,870.13

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FUND - 02 - DEPRECIATION

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	123050	05/11/20	6009	STERLING COMPUTERS	0280020110000	20734	RPS TECHNOLOGY	0.00	114,301.48
TOTAL CASH ACCOUNT								0.00	114,301.48
TOTAL FUND								0.00	114,301.48

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FUND - 06 - FOOD SERVICE

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	123013	05/11/20	7233	LAURA HERNANDEZ	0616420310000	20610	REIMBURSED BALANCE	0.00	23.70
9001	123014	05/11/20	7234	MARGARET E. HANSEN	0680020310000	20610	RPS FOODSERVICE MAS	0.00	210.00
9001	123015	05/11/20	7228	AMY KNOTT	0636020310000	20610	REIMBURSED BALANCE	0.00	42.65
9001	123059	05/11/20	5077	SODEXO, INC & AFFIL	0636020310000	20340	RPS FOOD SERVICE	0.00	26,006.98
9001	123059	05/11/20	5077	SODEXO, INC & AFFIL	0616720310000	20340	RPS FOOD SERVICE	0.00	8,803.62
9001	123059	05/11/20	5077	SODEXO, INC & AFFIL	0616320310000	20340	RPS FOOD SERVICE	0.00	9,288.21
9001	123059	05/11/20	5077	SODEXO, INC & AFFIL	0626020310000	20340	RPS FOOD SERVICE	0.00	11,368.15
9001	123059	05/11/20	5077	SODEXO, INC & AFFIL	0616420310000	20340	RPS FOOD SERVICE	0.00	4,846.02
9001	123059	05/11/20	5077	SODEXO, INC & AFFIL	0616820310000	20340	RPS FOOD SERVICE	0.00	5,330.62
9001	123059	05/11/20	5077	SODEXO, INC & AFFIL	0616920310000	20340	RPS FOOD SERVICE	0.00	7,349.80
9001	123059	05/11/20	5077	SODEXO, INC & AFFIL	0616620310000	20340	RPS FOOD SERVICE	0.00	7,753.63
TOTAL CHECK								0.00	80,767.03
9001	123070	05/11/20	4832	VERIZON WIRELESS	0680020310000	20530	RPS FOOD SERVICE 2	0.00	107.44
TOTAL CASH ACCOUNT								0.00	81,150.82
TOTAL FUND								0.00	81,150.82

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FUND - 08 - SPECIAL BUILDING

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	123027	05/11/20	7226	NEMAHA LANDSCAPE CO	0880020262000	20450	RPS/RHS TRACK & FIE	0.00	128,906.02
TOTAL CASH ACCOUNT								0.00	128,906.02
TOTAL FUND								0.00	128,906.02

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FUND - 09 - QCPUF

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	123065	05/11/20	6969	U.S. BANK ST. PAUL	0980020262000	20830	RALSTON PUBLIC SCHO	0.00	20,000.00
TOTAL CASH ACCOUNT								0.00	20,000.00
TOTAL FUND								0.00	20,000.00

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FUND -- 10 -- COOPERATIVE FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	123017	05/11/20	7230	IOWA SCHOOL FOR THE	1080020215100	20320	RPS SUBURBAN M.MCEV	0.00	2,520.33
9001	123052	05/11/20	3366	RALSTON PUBLIC SCHO	1080020215100	20610	RPS/KW HI MARCH 202	0.00	12.00
TOTAL CASH ACCOUNT								0.00	2,532.33
TOTAL FUND								0.00	2,532.33
TOTAL REPORT								0.00	880,760.78

**RALSTON PUBLIC SCHOOLS**  
**FINANCIAL REPORT TO THE BOARD OF EDUCATION**  
**POOLED CASH - BANK RECONCILIATION**  
**April 30, 2020**

	03/31/2020 Thru 04/30/2020	03/31/2019 Thru 04/30/2019
Book Balance - Beginning of month	\$2,158,304.64	\$1,867,881.63
Total Receipts	\$9,598,543.57	\$8,688,106.12
Monthly Disbursements	<u>(3,460,166.72)</u>	<u>(3,325,756.49)</u>
Reconciled Book Balance - End of Month	<b>\$8,296,681.49</b>	<b>\$7,230,231.26</b>
Building fund loan	(\$1,000,000.00)	\$0.00
Depreciation fund loan	(\$1,000,000.00)	\$0.00
Transfer to Depreciation	\$0.00	\$0.00
Actual Book Balance - End of Month	<b>\$6,296,681.49</b>	<b>\$7,230,231.26</b>
Bank Balance -Beginning of month	\$2,625,778.60	\$1,937,090.91
Deposits	\$9,597,472.29	\$8,685,451.15
Interest	<u>1,071.28</u>	<u>1,785.73</u>
Total Receipts	9,598,543.57	8,687,236.88
Total Warrants	<u>(5,398,610.49)</u>	<u>(2,937,653.85)</u>
Bank Balance - End of month	6,825,711.68	7,686,673.94
Outstanding deposits	0.00	(0.99)
Less Outstanding Checks/Wires	<u>(529,030.19)</u>	<u>(456,441.69)</u>
Reconciled Bank Balance - End of month	<b>\$6,296,681.49</b>	<b>\$7,230,231.26</b>

**RECEIPTS**

ACCOUNT	ANTICIPATED	M-T-D	Y-T-D	Y-T-D	Year To Date	
		RECEIVED 2019-20	RECEIVED 2019-20	RECEIVED 2018-19	%Received	
					2019-20	2018-19
Local District Taxes	\$18,100,535	\$5,765,357.70	\$9,898,302.54	\$10,038,944	54.7%	58.2%
Pro-Rata Motor Vehicle Tax	\$30,000	\$22,147.01	\$31,512.73	\$0	105.0%	0.0%
Motor Vehicle Tax	\$2,628,594	\$903,026.11	\$2,696,728.85	\$2,076,261	102.6%	79.9%
Homestead Exemption Tax	\$235,000	\$75,514.16	\$151,028.32	\$138,694	64.3%	61.6%
Tuition from Individuals	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
Tuition (Other Dist)	\$0	\$0.00	\$0.00	\$547	0.0%	0.0%
Interest on Investments	\$10,000	\$1,071.28	\$7,592.38	\$8,135	75.9%	81.4%
Local License/Police Court	\$40,000	\$1,507.15	\$30,884.93	\$29,889	77.2%	73.5%
Other Local Revenue	\$10,000	\$0.00	\$0.00	\$0	0.0%	221.1%
County Fines & Licenses	\$83,000	\$7,447.79	\$65,134.85	\$67,115	78.5%	74.6%
State Aid	\$12,267,825	\$1,216,096.00	\$8,512,672.00	\$7,997,724	69.4%	70.0%
Spec Ed Programs	\$2,100,000	\$433,113.00	\$2,130,603.43	\$1,357,351	101.5%	61.7%
Special Ed Transportation	\$220,000	\$251,133.00	\$251,133.00	\$240,687	114.2%	107.0%
State Apportionment	\$400,000	\$0.00	\$438,160.61	\$406,281	109.5%	94.5%
Public Power Dist Sales Tax	\$365,000	\$7.43	\$4,726.60	\$352	1.3%	0.1%
Cash Reserve	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
<b>TOTAL</b>	<b>\$36,489,954</b>	<b>\$8,676,420.63</b>	<b>\$24,218,480.24</b>	<b>\$22,361,980.37</b>	<b>66.4%</b>	<b>64.2%</b>

**DISBURSEMENTS**

CATEGORY	BUDGET	M-T-D	Y-T-D	Y-T-D	Year To Date	
		DISBURSED 2019-20	DISBURSED 2019-20	DISBURSED 2018-19	% Disbursed	
					2019-20	2018-19
Instructional Services	\$18,418,537	\$1,496,955.95	\$12,213,938.49	\$11,689,593	66.3%	68.1%
<b>Support Services</b>						
Special Education	\$5,693,360	\$463,430.06	\$3,792,287.13	\$3,702,874	66.6%	66.2%
Pupil Services	\$1,248,591	\$107,725.42	\$818,567.65	\$611,189	65.6%	49.1%
Staff Services	\$2,131,233	\$168,970.73	\$1,209,583.56	\$1,169,559	56.8%	52.4%
General Administration	\$967,837	\$59,948.13	\$519,704.17	\$479,825	53.7%	55.7%
School Administration	\$2,193,284	\$196,428.14	\$1,561,726.49	\$1,498,382	71.2%	70.3%
Business	\$739,887	\$36,969.42	\$323,428.33	\$302,708	43.7%	41.5%
Operation of Plant	\$2,947,665	\$243,633.50	\$1,866,088.41	\$1,838,562	63.3%	63.2%
Maintenance of Plant	\$908,587	\$81,640.59	\$668,997.07	\$554,455	73.6%	66.2%
Pupil Transportation	\$1,240,973	\$111,170.55	\$733,018.53	\$711,874	59.1%	60.2%
<b>TOTAL</b>	<b>\$36,489,954</b>	<b>\$2,966,872.49</b>	<b>\$23,707,339.83</b>	<b>\$22,559,019.30</b>	<b>65.0%</b>	<b>64.7%</b>
<b>REVENUE OVER EXPENSE</b>	<b>\$0</b>	<b>\$5,709,548</b>	<b>\$511,140</b>	<b>(\$197,039)</b>	<b>1.4%</b>	<b>-0.5%</b>

**Ralston Schools Building Fund**  
Apr-20

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Mar	Apr	Apr	Apr
BUILDING FUND	\$347,471.05	\$1,171,677.71	(70,747.92)	\$1,448,400.84
NSDLAF	\$20,606.93	\$17.92	-	\$20,624.85
<b>TOTAL</b>	<b>\$368,077.98</b>	<b>\$1,171,695.63</b>	<b>(70,747.92)</b>	<b>\$1,469,025.69</b>

**RALSTON SCHOOLS BOND FUND**  
Apr-20

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Mar	Apr	Apr	Apr
BOND FUND	\$3,328,612.41	1,048,160.92	-	\$4,376,773.33
INVESTED -US Treas Bills	-	-	-	\$0.00
<b>TOTAL</b>	<b>\$3,328,612.41</b>	<b>\$1,048,160.92</b>	<b>-</b>	<b>\$4,376,773.33</b>

**LUNCH PROGRAM INCOME STATEMENT**  
Apr-20

	Apr-20	2019-20 YTD
<b>Revenues:</b>		
Lunch program	\$6,622.56	\$362,069.19
Federal funding	2,260.99	\$1,006,600.19
Catering income	6,139.85	\$36,898.88
Interest	54.67	\$683.45
Grants	0.00	\$4,491.98
<b>Total Revenues</b>	<b>\$15,078.07</b>	<b>\$1,410,743.69</b>
<b>Expenses:</b>		
Salaries	\$83,885.80	\$537,911.03
Supplies	117,969.61	\$908,898.40
Repairs/Equip	0.00	\$0.00
Miscellaneous	416.10	\$3,502.82
<b>Total Expenses</b>	<b>\$202,271.51</b>	<b>\$1,450,312.25</b>
<b>Net Income (Loss)</b>	<b>(\$187,193.44)</b>	<b>(\$39,568.56)</b>

**Ralston Schools Quality Capital Purpose Undertaking Fund**  
Apr-20

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Mar	Apr	Apr	Apr
QCPU FUND	\$ 198,723.35	\$ 112,430.88	\$ (350.00)	\$ 310,804.23
QCPUF BOND FUND	\$ 2,133,131.13	\$ 4,324.27	\$ -	\$ 2,137,455.40
<b>TOTAL</b>	<b>\$ 2,331,854.48</b>	<b>\$ 116,755.15</b>	<b>\$ (350.00)</b>	<b>\$ 2,448,259.63</b>

**Ralston Schools Depreciation Fund**  
Apr-20

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Mar	Apr	Apr	Apr
Depreciation Fund	\$ 1,209,028.03	\$ 1,000,373.55	\$ (7,500.00)	\$ 2,201,901.58
<b>TOTAL</b>	<b>\$1,209,028.03</b>	<b>\$1,000,373.55</b>	<b>(\$7,500.00)</b>	<b>\$2,201,901.58</b>

**RALSTON SCHOOLS ELEMENTARY ACTIVITY FUNDS**  
30-Apr-20

FUND NAMES	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Mar	Apr	Apr	Apr
ACTIVITY FUND/BLUMFIELD	5,795.00	831.85	918.57	\$5,708.28
ACTIVITY FUND/KAREN WESTERN	1,066.05	18.00	168.17	\$915.88
ACTIVITY FUND/MEADOWS	7,086.80	858.73	19.99	\$7,925.54
ACTIVITY FUND/MOCKINGBIRD	5,045.41	0.00	167.28	\$4,878.13
ACTIVITY FUND/SEYMOUR	7,720.69	890.17	140.10	\$8,470.76
ACTIVITY FUND/WILDEWOOD	4,177.62	0.00	959.11	\$3,218.51
ACTIVITY FUND/OFFICE	15,840.82	(3.98)	0.00	\$15,836.84
ACTIVITY FUND/DEPRECIATION	8,017.37	0.00	0.00	\$8,017.37
INSTRUMENT RENTAL	20.70	0.00	0.00	\$20.70
ACTIVITY FUND/HILLCREST	326.85	0.00	0.00	\$326.85
ACTIVITY FUND/Middle School	24,113.03	0.00	611.74	\$23,501.29
ACTIVITY FUND/PARKING LOT	6,660.00	0.00	0.00	\$6,660.00
HIGH SCHOOL STUDENT FEES	(430.16)	0.00	0.00	(\$430.16)
MS STUDENT FEES	50.00	0.00	0.00	\$50.00
<b>TOTAL</b>	<b>\$85,490.18</b>	<b>\$2,594.77</b>	<b>\$2,984.96</b>	<b>\$85,099.99</b>
BANK BALANCE	\$86,394.42			
PLUS OUTSTANDING DEPOSITS	\$0.00			
LESS OUTSTANDING CHECKS	(\$1,294.43)			
<b>TOTAL</b>	<b>\$85,099.99</b>			

**RALSTON HIGH SCHOOL ACTIVITY FUND**  
30-Apr-20

FUND NAME'S	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Mar	Apr	Apr	Apr
HIGH SCHOOL	241,095.44	3,652.12	(10,044.14)	234,703.42
<b>TOTAL</b>	<b>\$241,095.44</b>	<b>3,652.12</b>	<b>(10,044.14)</b>	<b>\$234,703.42</b>
1ST STATE BANK BALANCE	\$ 244,926.94			
Outstanding Checks	\$ (10,223.52)			
<b>TOTAL</b>	<b>\$ 234,703.42</b>			

April 22, 2020

Dear Ralston School Board,

This letter is to inform you that I am resigning my position as English Teacher at Ralston High School, effective at the end of the 2019-2020 school year.

I have been a part of Ralston Public Schools in some capacity since I was a Kindergartener. In the last 22 years, Ralston has been instrumental in helping me become a better person, a better educator, and, most importantly, a better person. I cannot thank the students and staff of Ralston enough; it is because of them that I am the person I am today. I will never forget all that the people of Ralston have done for me.

While I am excited for the opportunities that are ahead, I will miss being a part of Ralston Public Schools. Thank you for the opportunity to serve the Ralston community for the last five years.

With thanks,

Jeffrey Garst  
English Teacher  
Ralston Public Schools

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

*In accordance with official COVID-19 guidelines from local government and health officials, to limit the number of people in a single space the April 27, 2020 Board of Education Meeting was held online via a ZOOM Conference Meeting.*

Monday, April 27, 2020 6:00 PM

### **Roll Call**

The regular meeting of the Board was called to order at 6:00 pm. In addition to the six 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 April 13 meeting.

Recommend the following teachers be hired for the 2020-21 school year:

**Anna Helzer** - RHS Spanish. BA-UNL.

**Nicholas Gerjol** - RHS Math. BA-Purdue University, MA-Dominican University. Previous Experience: Des Moines Public Schools 2019-20.

**Amy Fay** - Wildewood 1st grade. Previous Experience: RPS Cadre teacher 2019-20.

**Kacey Shaneyfelt** - Blumfield 3rd grade - Previous Experience: RPS Cadre teacher 2019-20; RPS 1st grade 2018-19.

**Kristena Chlopek** - RMS Science - Changing from replacement contract to probationary contract.

**Bailey Mason** - Blumfield 6th grade - Previous Experience: RPS Cadre teacher 2019-20; RPS 6th grade 2018-19.

**Alyssa Wollberg** - Wildewood 6th grade - Previous Experience: RPS Cadre teacher 2019-20.

**Dayana Camacho** - Seymour SPED - BA-Peru State.

**Jennifer Van Rooyen** - RHS Science - BA-UNL, MA-UNL - Previous Experience: Metro Community College Adjunct Teacher 2013-20; Bellevue Public Schools 2008-12.

**Kayla Torson** - Wildewood 6th grade - Previous Experience: RPS Cadre teacher 2019-20; RPS 2nd grade teacher Spring 2019.

**Kaitlyn Drake** - RMS Science - BA-Doane. (On one year replacement contract for Rebecca Hamata position)

**Casey Knight** – Blumfield Principal

Recommend the following resignations be accepted:

**Charisse Dube** - Karen Western 2nd grade

Motion to approve Consent Agenda made by Jay Irwin and seconded by Liz Kumru.

Mrs. L. Richards: Yea

Mrs. R. Richards: Yea

Dr. Irwin: Yea

Mrs. Johnson: Yea

Ms. Roarty: Yea

Mrs. Kumru: Yea

### **Board Comments**

Each board member shared their appreciation to RPS teachers for continuing to provide instruction to students and communication with families during the COVID-19 pandemic. The board is grateful for the work being done by administrators and educators to recognize the senior class of 2020 through creative and innovative ways. Each member also stated they truly enjoyed learning more about the RMS National History Day presentations through social media. They were very proud of these students for the amount of hard work they put into their projects.

### **Superintendent's Report**

Dr. Adler did not provide an official report.

### **Government Relations Update**

The Board received an update from District Lobbyist, Mr. Joe Kohout, from Kissel, Kohout, ES Associates LLC. Mr. Kohout first talked about the status of the state legislature. He stated the legislature is currently not convening due to COVID-19. Mr. Kohout provided his thoughts and discussed different scenarios on when the legislature might resume. It could be as early as June or possibly not until August.

Mr. Kohout then discussed the impact of COVID-19 on the state's budget. He mentioned the impact is not known at this time. It may take another 2-3 months to realize the full impact. He also stated the True Nebraskans Tax Relief petition has been suspended due to a lack of signatures. Mr. Kohout is part of a bi-weekly meeting with the Greater Nebraska Schools Association (GNSA). The group is watching the status of the CARES Act and how it will impact school districts.

### **Committee on American Civics**

Dr. Cecilia Wilken reported on the recent work related to Americanism and Civic Education. The committee has prioritized standards and reviewed the curriculum. The next step will be piloting, previewing, and adopting the standards. Dr. Wilken also presented an instructional philosophy draft regarding the RPS Social Studies program.

### **Ralston High School Improvement Plan**

Mrs. Jesse Tvrdy and her administrative team presented an overview of the RHS School Improvement Plan. They reviewed with the Board data collected from the last three years and the multitude of programs that have been implemented.

The RHS team discussed the three School Improvement Goals they developed and components to each including strategies and action steps. The first goal relates to academics and states students will meet or exceed essential standards in courses. The school's second goal relates to social/emotional learning and how they will use DESSA (Devereux Student Strengths Assessment). Goal Three relates to Pedagogy and ensures integrity in grading.

The Board asked many questions to the RHS Administrative team about their School Improvement process. The presentation provided lots of specific details to the Board members.

### **COVID-19 (Coronavirus) Response Update**

Dr. Adler provided a detailed overview of the current response of Ralston Public Schools to the COVID-19 pandemic:

- Celebrating the RHS Class of 2020
  - A billboard on 84th and Park Drive
  - Senior class t-shirts and yard signs
  - Senior tributes on social media
  - Senior Honor Cruise Night on May 14th
  
- Virtual Graduation
  - June 20th at
  - 2 pm on
  - Cox YURview Channel 13
  
- Potential In-person Graduation
  - Ralston Arena has been reserved
  - June 14th and July 20th
  
- RHS Summer School
  - Offered for students entering grades 9-12
  - Session 1 will run from June 1 – July 1
  - Session 2 is scheduled for July 6 – 31.
  - Classes will be conducted through Zoom and Google Classroom. Classes will be a combination of online face to face time and individual time to work.
  
- The Bridge to Middle School program is currently being scheduled as usual.
- Home visits will be held this summer virtually via phone calls and Zoom.
- Heart of Learning Banquet has been postponed and will be rescheduled for the fall.
- Kindergarten orientation is scheduled for August 7, 2020.
- Pre-K screenings will be held in July.
- Plans are being made to hold the Elementary Jumpstart program for students in kindergarten through 5th grade. If the program is not able to be held, the administrative team will look into alternatives.

### **Ralston Public Schools 1:1 Technology Initiative Draft Plan**

The Board of Education discussed plans to implement a 1:1 Technology Initiative beginning in the 2020-2021 school year. The plan would provide a technology device to every Ralston High School student in grades 9-12. Several components need to be discussed before the implementation which includes infrastructure enhancement, professional development, and availability of internet connectivity. The draft will be brought forward to the Board for approval at the May 11th BOE meeting.

### **Sign Language Interpreter Contract**

Dr. Rupperecht outlined the details of the 2020-21 Sign Language Interpreters negotiated agreement. The board will be asked to approve the contract at the May 11<sup>th</sup> meeting.

### **NASB Update**

Dr. Irwin stated that the NASB spring board meeting will consist of two evening meetings instead of one Saturday meeting. The two evening meetings will be conducted using Zoom teleconferencing. The discussion will focus on what has and has not been working for school districts concerning COVID-19 issues.

### **Enrollment Update**

Dr. Cecilia Wilken stated student enrollments are still being accepted even through the COVID-19 extended school closure.

### **SCHOOL BASED SCHOOL IMPROVEMENT**

No Agenda Items

### **POLICY REVIEW**

No Policies were reviewed.

### **Adjournment**

The board voted to adjourn at 9:20 pm with a motion by Linda Richards and seconded by Jay Irwin.

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

The next regular meeting will take place online via a Zoom Conference Meeting on Monday, May 11, 2020, at 6:00 pm.

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Mrs. Heather Johnson, President

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Mrs. Liz Kumru, Secretary



# Ralston's Individualized Student Education Program

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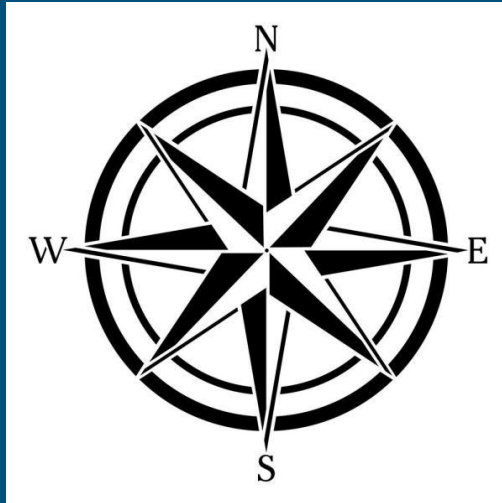
R.I.S.E



# R.I.S.E Mission

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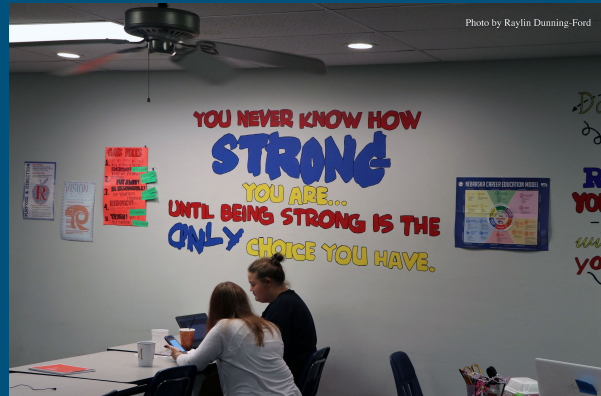
Our mission is to re-engage students in an educational setting by fostering hope, and creating a positive outlook on college and career opportunities to become productive members of society.



# Who We Serve

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We serve at-risk students who struggle in a traditional educational setting. Students are referred to the RISE for a number of reasons, including behavior concerns, credit recovery, transitioning from court/Level III placements or students going beyond 4 years to earn their diploma. Recommendations are made by the Ralston High School Administration Team and Counseling Department.



# Current 2019-2020 Enrollment

## 30 Total Students

<b>Freshman</b>	<b>3</b>	<b>Senior</b>	<b>16</b>
<b>Sophomore</b>	<b>5</b>	<b>5th Year</b>	<b>1</b>
<b>Junior</b>	<b>4</b>	<b>6th Year</b>	<b>1</b>

## Reason for Reassignments

<b>Credit Recovery</b>	<b>50%</b>
<b>Behavior Concerns</b>	<b>43%</b>
<b>Transition from Level III or State Placement</b>	<b>7%</b>

# Student Population

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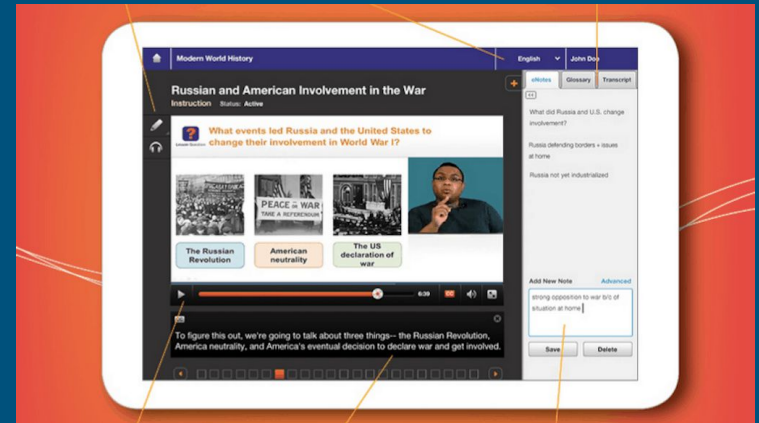
## 30 Total Students

<b>Male</b>	60%
<b>Female</b>	40%
<b>Douglas/Sarpy County Court Involvement</b>	43%
<b>Special Education Students</b>	20%



# Education

RISE students work on the online learning platform Edgenuity. Edgenuity offers self paced and individualized instruction to meet the needs of our students. Courses can be accelerated to help students get back on track for graduation. Some student are eligible to take afternoon classes at RHS.



# Course Completions & Credits Earned

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	Completed Classes	Credits Earned
Term 1	33	165
Term 2	36	180
Term 3	29	145

490 Total Credits Earned by March 12th, 2020



# Student Resources

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To help students plan for their future, we bring in multiple community resources. We also bring in local businesses/trades to talk about career opportunities after graduation.



# Areas for Growth

## Average Daily Attendance

2018-2019	2019-2020
69%	63%

## Students Dropped for Non Attendance

2018-2019	2019-2020
6	8

## Returning Seniors for An Additional Year

2018-2019	2019-2020
10	9

4 5th Year Seniors

4 5th Year Seniors



# Diplomas Earned

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## 2018-2019

Seniors	6
5th Year	4
6th Year	1

## 2019-2020

Seniors	4*
5th Year	5
6th Year	0

\*Number may increase after summer school

# RHS Summer School 2020-2021

<b>Session 1</b> Morning 8am-11am Afternoon 11:30am-2:30pm	June 1-July 1	Speech (Morning) Composition (Afternoon) Government (Afternoon) FLE (Afternoon) Spanish 1 Second Half (Morning)
<b>Session 2</b> Morning 9am-12:00pm	July 6-July 31	Medical Terminology Human Growth Critical Issues Spanish 2 Second Half French 2 Second Half

**Edgenuity:** Students who need to keep working on their Edge Classes would have the option to continue.

**Technology:**

Those students who don't have access to technology have been asked to connect with staff so we can work with them to acquire access.

## **Typical Day Sample Time Breakdown** (assuming a 8:00-11:00 class.)

*Note: Each day will be different. There are many, many ways to structure your class and still have the required amount of synchronous time. Below is just a possible example.*

### **8:00-8:20**

All students are on Zoom/Google Meet for welcome, preview of day, and opening lesson [synchronous 20 minutes]

### **8:20-8:35**

Teacher leads students through some type of activity to see if students have the knowledge to begin independent work. Of course, this activity may vary from day-to-day.  
[synchronous 15 minutes]

### **8:35-9:25**

Students work independently on assignment(s) that is/are posted on Google Classroom. Students might work on something with a partner. The teacher may use this time to check in on individual students. Teacher would keep Zoom/Google Hangout open or make it clear to students that she'd respond right away by email if students have questions.  
[asynchronous 50 minutes]

### **9:25-9:45**

Teacher asks students to get back on Zoom/Google Hangout for another mini-lesson and listen to the introduction/directions for the next activity. Students can ask questions.  
[synchronous 20 minutes]

### **9:45-10:35**

Students work independently again. The teacher is available in some way to work with students, answer questions, etc. This *might* be when students finish something that they would turn in at the end of the session.  
[asynchronous 50 minutes]

### **10:35-11:00**

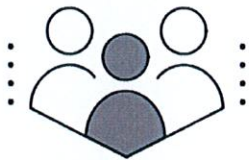
Students and the teacher come back together in some way. Could be Zoom/Google Hangout again, a synchronous online discussion, shared Google Doc, etc. Students do something to wrap up the day. The teacher can make sure to answer questions, preview the next day, etc.  
[synchronous 25 minutes]

# Ralston Public School's Covid-19 Emergency Meal Response



## 590 Meals Served a Day

This average number keeps increasing each day.



## 29 Frontline Employees

Working to safely make and serve meals throughout our district.



## 8,137 Meals Served

Total Meals Served as of April 17th, 2020



## 2 Sites

These sites were selected based on location and proximity to students.



## 1 Bus Route

1 bus route covering 6 bus stops to insure our meals reach as many as possible.

For more information please visit [Ralstonschools.org](http://Ralstonschools.org)

This institution is an equal opportunity institution.





## **Notes on Proposed Plans for Ralston Public Schools In response to COVID-19**

### **RHS Senior Honors Night**

Alternate plan will include senior honors information along with the Virtual Graduation Video as well as a social media campaign

### **RHS Prom**

No alternative plan at this time.

### **RHS Graduation Plans**

**UPDATE:** As previously stated, Ralston Public Schools is working with Cox Communications to produce a virtual graduation. **The virtual graduation will take place on Saturday, June 20 at 2:00 PM on Cox YURView Channel 13 and streamed live on the internet. Each senior will also receive a DVD copy of the virtual graduation.**

The Ralston Arena is reserved for a potential in-person graduation ceremony for Sunday, June 14th, and for Monday, July 20th. These in-person graduation ceremonies would take place only if directed health measures by state and local health officials have been lifted.

### **PK-8 Promotion**

Advancing all students. Beginning of next year, District educators are looking into ways to provide students additional learning opportunities if needed to help strengthen their skill level to provide a smooth transition into their new grade.

### **Options for School Opening for the 2020-2021 School Year**

District leaders have started work on multiple plans in the event that school will not be allowed to open as normal for the Fall of the 2020-2021 school year. Plans may include adjustment of enrollment each day, alternative start dates and calendars, and various types of instruction to include the use of technology. Some factors adjusted could include:

- Adjustment of length of day
- Adjustment of recessed days
- Adjustment of instructional days
- Adjustment of start date in August
- Adjustment of daily student enrollment numbers

### **1:1 Technology Initiative**

District leaders are developing plans to begin the implementation of a 1:1 technology initiative starting in the Fall of the 2020/2021 school year. The plan will begin with issuing all Ralston High School students technology devices as well as outlining further implementation into the lower grades over the next few years. Professional development for staff along with aligned policies and procedures will also be addressed. Update on planning and execution of the initiative will take place at 4/27 BOE meeting.



### **Ending Date for the 2019-2020 School Year**

- Stays the same - May 21, 2020
- Carry over 3 days into next year

### **District Buildings - Reduction in Staff and Patron Access**

For the health and safety of our staff, Ralston Public Schools has decided to further limit staff and patron access to our buildings. All of our buildings are currently closed to the public. After Friday, April 10th and until further notice, only essential staff will have access to our school buildings. Essential staff includes Select District Administration, Building Principals, Food Service Staff, Custodians, and District Maintenance staff.

### **Special Recognition for RHS Seniors**

To our Ralston High School seniors and their families, we want to take the month of May to celebrate you and all your accomplishments. You are very special to us! We have some exciting things planned for you and your family. Look for details listed in the information below.

### **SPECIAL EVENT - SAVE THE DATE**

**We are asking all seniors and their families to keep the evening of May 14th open. District and City Leaders are finalizing the plans for a safe, fun event for you and your family to celebrate your graduation together. The District will provide additional information very soon. This will be an evening your family will not want to miss!**

### ***Social Media Tributes***

Starting on April 23rd, Ralston Public Schools will be posting senior tributes to the District's Facebook and Twitter social media pages. Senior families are encouraged to answer four questions and email two photos (one baby or "little" picture and one a senior picture) to [RPSphotos@ralstonschools.org](mailto:RPSphotos@ralstonschools.org). This information will help create individual senior tributes to post throughout the remainder of April and during May.

The questions are:

- What is your student's preferred name?
- Did they attend a Ralston elementary school?
- What do they plan to do next?
- What is their favorite Ralston High School memory?

Please follow the District on social media to view these tributes and learn all about our Class of 2020.



### ***Senior T-Shirt and Yard Sign***

As a way to honor the Class of 2020, the Ralston Schools Foundation has decided to purchase each senior a specially designed yard sign and the official senior t-shirt. These items will be handed out to students during an **upcoming event on Thursday, May 14th**. **More details to come as District and City Leaders are finalizing the plans.**

**Senior Families, please keep this evening open and keep checking your email for more information. This will be an evening your family will not want to miss!**

### **RHS Cap and Gown Pickup**

An important part of a high school graduation ceremony is the cap and gown. With the COVID-19 virus having an impact on our graduation ceremony, RHS has decided each graduate will receive a souvenir cap and gown. Both of these items will arrive at RHS by the last week of May. Listed below are the dates and times RHS will be distributing cap and gowns to seniors. The distribution will take place in the back parking lot of RHS.

June 1st: 8 am - 12 pm

June 2nd: 4 pm - 7 pm

June 3rd: 1 pm - 3 pm

### **RHS Summer School**

RHS will be able to offer a Summer School program for students entering grades 9-12. Due to the health status of our community, Summer School plans had to be adjusted from the original plan so Summer School will look a little different from previous years. Additional information is listed below. Please look for specific details on the registration process in a message from RHS this Friday.

#### **RHS Summer School Session 1**

Date: June 1 - July 1

Time: AM Session: 8 to 11 am

PM Session: 11:30 am to 2:30 pm

How: Online courses designed by RHS staff members conducted through Zoom and Google Classroom. Classes will be a combination of online face to face time and individual time to work.

Classes Offered: Speech (AM), Composition (PM), Government (PM), FLE (PM), and the second half of Spanish 1 (AM).

#### **RHS Summer School Session 2**

Date: July 6 - July 31

Time: 9 am to 12 pm

How: This session could be in person, virtual, or a combination. (This decision will depend on the health status of our community and direction from state government and local health professionals.)

Classes Offered: Medical Terminology, Human Growth, Critical Issues, the second half of Spanish 2, and the second half of French 2.

- Looking into a variety of options



- Move to July
- Online Course. RPS Educators to teach core courses via an online platform. Scheduled time, number of days a week. Limit the number of students per online class. Students submit work for grade.

### **Bridge's to Middle School**

We are planning to hold Ralston's Bridges to Middle School as normal at this time. Our team will navigate student transition in an alternative manner if we are unable to hold Bridges to Middle School like normal.

### **Elementary Jumpstart**

We are planning to hold Ralston's Elementary Jumpstart for students in Kindergarten to 5th grade in person. In the event that we are not able to hold this, our team is working to identify some alternative ways to provide access to text to our students over the summer and how to increase intervention support in the fall.

### **Home Visits**

- Virtual
- Teachers conducting phone visits with students in June
- Alternative video to share via email if they don't have access to Zoom

### **Heart of Learning**

- Currently postponed
- Reschedule for the fall
- Developing a social media campaign to honor retirees as well as Heart of Learning winners during May.

### **Report Cards**

- Working through issues with transfer of term 3 to term 4

### **Kindergarten Orientation**

- August 7, 2020
- Individual sessions will be held 1-on-1 with students and their families to allow them time to see the classroom, building, and make connections with the team.

### **PK Screenings**

- Date in July

### **School Material Return**

RPS elementary, middle, and high school students and parents, we need your help! We are asking all students and families to please return any outstanding textbooks and library books you may have at home. A book return box has been placed inside the front vestibule at Ralston High School. It is available to drop off your books Monday through Friday, from 8 am - 3 pm. Please plan on returning your books as soon as possible.



We appreciate your assistance in this process. If you are still using your textbook to complete schoolwork, hold on to them for now but please plan on returning to RHS once your course is complete.

Updated 5-7-2020

# Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission

## Background

When a novel virus with pandemic potential emerges, nonpharmaceutical interventions, which will be called community mitigation strategies in this document, often are the most readily available interventions to help slow transmission of the virus in communities. Community mitigation is a set of actions that persons and communities can take to help slow the spread of respiratory virus infections. Community mitigation is especially important before a vaccine or drug becomes widely available.

The following is a framework for actions which local and state health departments can recommend in their community to both prepare for and mitigate community transmission of COVID-19 in the United States. Selection and implementation of these actions should be guided by the local characteristics of disease transmission, demographics, and public health and healthcare system capacity.

## Goals

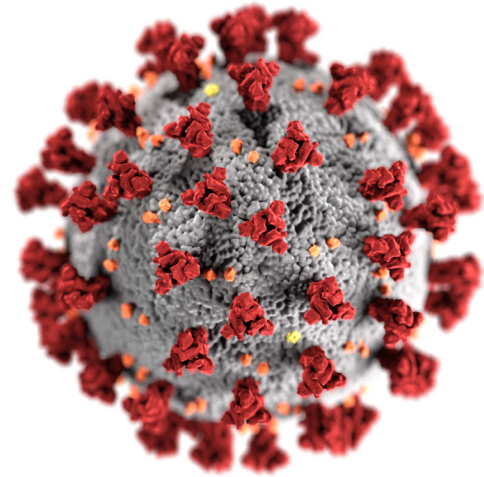
The goals for using mitigation strategies in communities with local COVID-19 transmission are to slow the transmission of disease and in particular to protect:

- Individuals at increased risk for severe illness, including older adults and persons of any age with underlying health conditions (See Appendix A)
- The healthcare and critical infrastructure workforces

These approaches are used to minimize morbidity and mortality and the social and economic impacts of COVID-19. Individuals, communities, businesses, and healthcare organizations are all part of a community mitigation strategy. These strategies should be implemented to prepare for and when there is evidence of community transmission. Signals of ongoing community transmission may include detection of confirmed cases of COVID-19 with no epidemiologic link to travelers or known cases, or more than three generations of transmission.

Implementation is based on:

- Emphasizing individual responsibility for implementing recommended personal-level actions
- Empowering businesses, schools, and community organizations to implement recommended actions, particularly in ways that protect persons at increased risk of severe illness
- Focusing on settings that provide critical infrastructure or services to individuals at increased risk of severe illness
- Minimizing disruptions to daily life to the extent possible



## Guiding principles

- Each community is unique, and appropriate mitigation strategies will vary based on the level of community transmission, characteristics of the community and their populations, and the local capacity to implement strategies (Table 1).
- Consider all aspects of a community that might be impacted, including populations most vulnerable to severe illness and those that may be more impacted socially or economically, and select appropriate actions.
- Mitigation strategies can be scaled up or down depending on the evolving local situation.
- When developing mitigation plans, communities should identify ways to ensure the safety and social well-being of groups that may be especially impacted by mitigation strategies, including individuals at increased risk for severe illness.
- Activation of community emergency plans is critical for the implementation of mitigation strategies. These plans may provide additional authorities and coordination needed for interventions to be implemented (Table 2).
- Activities in Table 2 may be implemented at any time regardless of the level of community transmission based on guidance from local and state health officials.
- The level of activities implemented may vary across the settings described in Table 2 (e.g., they may be at a minimal/moderate level for one setting and at a substantial level for another setting in order to meet community response needs).
- Depending on the level of community spread, local and state public health departments may need to implement mitigation strategies for public health functions to identify cases and conduct contact tracing (Table 3). When applied, community mitigation efforts may help facilitate public health activities like contact tracing



**Table 1. Local Factors to Consider for Determining Mitigation Strategies**

Factor	Characteristics
Epidemiology	<ul style="list-style-type: none"> <li>• Level of community transmission (see Table 3)</li> <li>• Number and type of outbreaks (e.g., nursing homes, schools, etc.)</li> <li>• Impact of the outbreaks on delivery of healthcare or other critical infrastructure or services</li> <li>• Epidemiology in surrounding jurisdictions</li> </ul>
Community Characteristics	<ul style="list-style-type: none"> <li>• Size of community and population density</li> <li>• Level of community engagement/support</li> <li>• Size and characteristics of vulnerable populations</li> <li>• Access to healthcare</li> <li>• Transportation (e.g., public, walking)</li> <li>• Planned large events</li> <li>• Relationship of community to other communities (e.g., transportation hub, tourist destination, etc.)</li> </ul>
Healthcare capacity	<ul style="list-style-type: none"> <li>• Healthcare workforce</li> <li>• Number of healthcare facilities (including ancillary healthcare facilities)</li> <li>• Testing capacity</li> <li>• Intensive care capacity</li> <li>• Availability of personal protective equipment (PPE)</li> </ul>
Public health capacity	<ul style="list-style-type: none"> <li>• Public health workforce and availability of resources to implement strategies</li> <li>• Available support from other state/local government agencies and partner organizations</li> </ul>

**Table 2. Community mitigation strategies by setting and by level of community transmission or impact of COVID-19**

Factor	Potential mitigation activities according to level of community transmission or impact of COVID-19 by setting		
	None to Minimal	Minimal to moderate	Substantial
<p><b>Individuals and Families at Home</b>                      “What you can do to prepare, if you or a family member gets ill, or if your community experiences spread of COVID-19”</p>	<ul style="list-style-type: none"> <li>• Know where to find local information on COVID-19 and local trends of COVID-19 cases.</li> <li>• Know the signs and symptoms of COVID-19 and what to do if symptomatic:                             <ul style="list-style-type: none"> <li>» Stay home when you are sick</li> <li>» Call your health care provider’s office in advance of a visit</li> <li>» Limit movement in the community</li> <li>» Limit visitors</li> </ul> </li> <li>• Know what additional measures those at high-risk and who are vulnerable should take.</li> <li>• Implement personal protective measures (e.g., stay home when sick, handwashing, respiratory etiquette, clean frequently touched surfaces daily).</li> <li>• Create a household plan of action in case of illness in the household or disruption of daily activities due to COVID-19 in the community.                             <ul style="list-style-type: none"> <li>» Consider 2-week supply of prescription and over the counter medications, food and other essentials. Know how to get food delivered if possible.</li> <li>» Establish ways to communicate with others (e.g., family, friends, co-workers).</li> <li>» Establish plans to telework, what to do about childcare needs, how to adapt to cancellation of events.</li> </ul> </li> <li>• Know about emergency operations plans for schools/workplaces of household members.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor local information about COVID-19 in your community.</li> <li>• Continue to practice personal protective measures.</li> <li>• Continue to put household plan into action.</li> <li>• Individuals at increased risk of severe illness should consider staying at home and avoiding gatherings or other situations of potential exposures, including travel.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor local information.</li> <li>• Continue to practice personal protective measures.</li> <li>• Continue to put household plan into place.</li> <li>• All individuals should limit community movement and adapt to disruptions in routine activities (e.g., school and/or work closures) according to guidance from local officials.</li> </ul>

Factor	Potential mitigation activities according to level of community transmission or impact of COVID-19 by setting		
	None to Minimal	Minimal to moderate	Substantial
<p><b>Schools/childcare</b>            “What childcare facilities, K-12 schools, and colleges and universities can do to prepare for COVID-19, if the school or facility has cases of COVID-19, or if the community is experiencing spread of COVID-19”</p>	<ul style="list-style-type: none"> <li>• Know where to find local information on COVID-19 and local trends of COVID-19 cases.</li> <li>• Know the signs and symptoms of COVID-19 and what to do if students or staff become symptomatic at school/childcare site.</li> <li>• Review and update emergency operations plan (including implementation of social distancing measures, distance learning if feasible) or develop plan if one is not available.</li> <li>• Evaluate whether there are students or staff who are at increased risk of severe illness and develop plans for them to continue to work or receive educational services if there is moderate levels of COVID-19 transmission or impact.               <ul style="list-style-type: none"> <li>» Parents of children at increased risk for severe illness should discuss with their health care provider whether those students should stay home in case of school or community spread.</li> <li>» Staff at increased risk for severe illness should have a plan to stay home if there are school-based cases or community spread.</li> </ul> </li> <li>• Encourage staff and students to stay home when sick and notify school administrators of illness (schools should provide non-punitive sick leave options to allow staff to stay home when ill).</li> <li>• Encourage personal protective measures among staff/students (e.g., stay home when sick, handwashing, respiratory etiquette).</li> <li>• Clean and disinfect frequently touched surfaces daily.</li> <li>• Ensure hand hygiene supplies are readily available in buildings.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement social distancing measures:               <ul style="list-style-type: none"> <li>» Reduce the frequency of large gatherings (e.g., assemblies), and limit the number of attendees per gathering.</li> <li>» Alter schedules to reduce mixing (e.g., stagger recess, entry/dismissal times)</li> <li>» Limit inter-school interactions</li> <li>» Consider distance or e-learning in some settings</li> </ul> </li> <li>• Consider regular health checks (e.g., temperature and respiratory symptom screening) of students, staff, and visitors (if feasible).</li> <li>• Short-term dismissals for school and extracurricular activities as needed (e.g., if cases in staff/students) for cleaning and contact tracing.</li> <li>• Students at increased risk of severe illness should consider implementing individual plans for distance learning, e-learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Broader and/or longer-term school dismissals, either as a preventive measure or because of staff and/or student absenteeism.</li> <li>• Cancellation of school-associated congregations, particularly those with participation of high-risk individuals.</li> <li>• Implement distance learning if feasible.</li> </ul>

Factor	Potential mitigation activities according to level of community transmission or impact of COVID-19 by setting		
	None to Minimal	Minimal to moderate	Substantial
<p><b>Assisted living facilities, senior living facilities and adult day programs</b>            “What facilities can do to prepare for COVID-19, if the facility has cases of COVID-19, or if the community is experiencing spread of COVID-19”</p>	<ul style="list-style-type: none"> <li>• Know where to find local information on COVID-19.</li> <li>• Know the signs and symptoms of COVID-19 and what to do if clients/residents or staff become symptomatic.</li> <li>• Review and update emergency operations plan (including implementation of social distancing measures) or develop a plan if one is not available.</li> <li>• Encourage personal protective measures among staff, residents and clients who live elsewhere (e.g., stay home or in residences when sick, handwashing, respiratory etiquette).</li> <li>• Clean frequently touched surfaces daily.</li> <li>• Ensure hand hygiene supplies are readily available in all buildings.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement social distancing measures:               <ul style="list-style-type: none"> <li>» Reduce large gatherings (e.g., group socialevents)</li> <li>» Alter schedules to reduce mixing (e.g., stagger meal, activity, arrival/departure times)</li> <li>» Limit programs with external staff</li> <li>» Consider having residents stay in facility and limit exposure to the general community</li> <li>» Limit visitors, implement screening</li> </ul> </li> <li>• Temperature and respiratory symptom screening of attendees, staff, and visitors.</li> <li>• Short-term closures as needed (e.g., if cases in staff, residents or clients who live elsewhere) for cleaning and contact tracing.</li> </ul>	<ul style="list-style-type: none"> <li>• Longer-term closure or quarantine of facility.</li> <li>• Restrict or limit visitor access (e.g., maximum of 1 per day).</li> </ul>

Factor	Potential mitigation activities according to level of community transmission or impact of COVID-19 by setting		
	None to Minimal	Minimal to moderate	Substantial
<p><b>Workplace</b>            “What workplaces can do to prepare for COVID-19, if the workplace has cases of COVID-19, or if the community is experiencing spread of COVID-19)”</p>	<ul style="list-style-type: none"> <li>• Know where to find local information on COVID-19 and local trends of COVID-19 cases.</li> <li>• Know the signs and symptoms of COVID-19 and what to do if staff become symptomatic at the worksite.</li> <li>• Review, update, or develop workplace plans to include:               <ul style="list-style-type: none"> <li>» Liberal leave and telework policies</li> <li>» Consider 7-day leave policies for people with COVID-19 symptoms</li> <li>» Consider alternate team approaches for work schedules.</li> </ul> </li> <li>• Encourage employees to stay home and notify workplace administrators when sick (workplaces should provide non-punitive sick leave options to allow staff to stay home when ill).</li> <li>• Encourage personal protective measures among staff (e.g., stay home when sick, handwashing, respiratory etiquette).</li> <li>• Clean and disinfect frequently touched surfaces daily.</li> <li>• Ensure hand hygiene supplies are readily available in building.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage staff to telework (when feasible), particularly individuals at increased risk of severe illness.</li> <li>• Implement social distancing measures:               <ul style="list-style-type: none"> <li>» Increasing physical space between workers at the worksite</li> <li>» Staggering work schedules</li> <li>» Decreasing social contacts in the workplace (e.g., limit in-person meetings, meeting for lunch in a break room, etc.)</li> </ul> </li> <li>• Limit large work-related gatherings (e.g., staff meetings, after-work functions).</li> <li>• Limit non-essential work travel.</li> <li>• Consider regular health checks (e.g., temperature and respiratory symptom screening) of staff and visitors entering buildings (if feasible).</li> </ul>	<ul style="list-style-type: none"> <li>• Implement extended telework arrangements (when feasible).</li> <li>• Ensure flexible leave policies for staff who need to stay home due to school/childcare dismissals.</li> <li>• Cancel non-essential work travel.</li> <li>• Cancel work-sponsored conferences, tradeshows, etc.</li> </ul>

Factor	Potential mitigation activities according to level of community transmission or impact of COVID-19 by setting		
	None to Minimal	Minimal to moderate	Substantial
<p><b>Community and faith-based organizations</b>            “What organizations can do to prepare for COVID-19, if the organizations has cases of COVID-19, or if the community is experiencing spread of COVID-19)”</p>	<ul style="list-style-type: none"> <li>• Know where to find local information on COVID-19 and local trends of COVID-19 cases.</li> <li>• Know the signs and symptoms of COVID-19 and what to do if organization members/staff become symptomatic.</li> <li>• Identify safe ways to serve those that are at high risk or vulnerable (outreach, assistance, etc.).</li> <li>• Review, update, or develop emergency plans for the organization, especially consideration for individuals at increased risk of severe illness.</li> <li>• Encourage staff and members to stay home and notify organization administrators of illness when sick.</li> <li>• Encourage personal protective measures among organization/members and staff (e.g., stay home when sick, handwashing, respiratory etiquette).</li> <li>• Clean frequently touched surfaces at organization gathering points daily.</li> <li>• Ensure hand hygiene supplies are readily available in building.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement social distancing measures:               <ul style="list-style-type: none"> <li>» Reduce activities (e.g., group congregation, religious services), especially for organizations with individuals at increased risk of severe illness.</li> <li>» Consider offering video/audio of events.</li> </ul> </li> <li>• Determine ways to continue providing support services to individuals at increased risk of severe disease (services, meals, checking in) while limiting group settings and exposures.</li> <li>• Cancel large gatherings (e.g., &gt;250 people, though threshold is at the discretion of the community) or move to smaller groupings.</li> <li>• For organizations that serve high-risk populations, cancel gatherings of more than 10 people.</li> </ul>	<ul style="list-style-type: none"> <li>• Cancel community and faith-based gatherings of any size.</li> </ul>

Factor	Potential mitigation activities according to level of community transmission or impact of COVID-19 by setting		
	None to Minimal	Minimal to moderate	Substantial
<p><b>Healthcare settings and healthcare provider (includes outpatient, nursing homes/long-term care facilities, inpatient, telehealth)</b>            “What healthcare settings including nursing homes/long-term care facilities, can do to prepare for COVID-19, if the facilities has cases of COVID-19, or if the community is experiencing spread of COVID-19”</p>	<ul style="list-style-type: none"> <li>• Provide healthcare personnel ([HCP], including staff at nursing homes and long-term care facilities) and systems with tools and guidance needed to support their decisions to care for patients at home (or in nursing homes/long-term care facilities).</li> <li>• Develop systems for phone triage and telemedicine to reduce unnecessary healthcare visits.</li> <li>• Assess facility infection control programs; assess personal protective equipment (PPE) supplies and optimize PPE use.</li> <li>• Assess plans for monitoring of HCP and plans for increasing numbers of HCP if needed.</li> <li>• Assess visitor policies.</li> <li>• Assess HCP sick leave policies (healthcare facilities should provide non-punitive sick leave options to allow HCP to stay home when ill).</li> <li>• Encourage HCP to stay home and notify healthcare facility administrators when sick.</li> <li>• In conjunction with local health department, identify exposed HCP, and implement recommended monitoring and work restrictions.</li> <li>• Implement triage prior to entering facilities to rapidly identify and isolate patients with respiratory illness (e.g., phone triage before patient arrival, triage upon arrival).</li> </ul>	<ul style="list-style-type: none"> <li>• Implement changes to visitor policies to further limit exposures to HCP, residents, and patients. Changes could include temperature/symptom checks for visitors, limiting visitor movement in the facility, etc.</li> <li>• Implement triage before entering facilities (e.g., parking lot triage, front door), phone triage, and telemedicine to limit unnecessary healthcare visits.</li> <li>• Actively monitor absenteeism and respiratory illness among HCP and patients.</li> <li>• Actively monitor PPE supplies.</li> <li>• Establish processes to evaluate and test large numbers of patients and HCP with respiratory symptoms (e.g., designated clinic, surge tent).</li> <li>• Consider allowing asymptomatic exposed HCP to work while wearing a facemask.</li> <li>• Begin to cross train HCP for working in other units in anticipation of staffing shortages.</li> </ul>	<ul style="list-style-type: none"> <li>• Restrict or limit visitors (e.g., maximum of 1 per day) to reduce facility-based transmission.</li> <li>• Identify areas of operations that may be subject to alternative standards of care and implement necessary changes (e.g., allowing mildly symptomatic HCP to work while wearing a facemask).</li> <li>• Cancel elective and non-urgent procedures</li> <li>• Establish cohort units or facilities for large numbers of patients.</li> <li>• Consider requiring all HCP to wear a facemask when in the facility depending on supply.</li> </ul>

**Table 3. Potential mitigation strategies for public health functions**

Public health control activities by level of COVID-19 community transmission		
None to Minimal	Minimal to Moderate	Substantial
<p>Evidence of isolated cases or limited community transmission, case investigations underway, no evidence of exposure in large communal setting, e.g., healthcare facility, school, mass gathering.</p>	<p>Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings with potential for rapid increase in suspected cases.</p>	<p>Large scale community transmission, healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings etc.</p>
<ul style="list-style-type: none"> <li>• Continue contact tracing, monitor and observe contacts as advised in guidance to maximize containment around cases.</li> <li>• Isolation of confirmed COVID-19 cases until no longer considered infectious according to guidance.</li> <li>• For asymptomatic close contacts exposed to a confirmed COVID-19 case, consideration of movement restrictions based on risk level, social distancing.</li> <li>• Monitoring close contacts should be done by jurisdictions to the extent feasible based on local priorities and resources.</li> <li>• Encourage HCP to develop phone triage and telemedicine practices.</li> <li>• Test individuals with signs and symptoms compatible with COVID-19.</li> <li>• Determine methods to streamline contact tracing through simplified data collection and surge if needed (resources including staffing through colleges and other first responders, technology etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• May reduce contact tracing if resources dictate, prioritizing to those in high-risk settings (e.g., healthcare professionals or high-risk settings based on vulnerable populations or critical infrastructure).</li> <li>• Encourage HCP to more strictly implement phone triage and telemedicine practices.</li> <li>• Continue COVID-19 testing of symptomatic persons; however, if testing capacity limited, prioritize testing of high-risk individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• May reduce contact tracing if resources dictate, prioritizing to those in high-risk settings (e.g., healthcare professionals or high-risk settings based on vulnerable populations or critical infrastructure).</li> <li>• Encourage HCP to more strictly implement phone triage and telemedicine practices.</li> <li>• Continue COVID-19 testing of symptomatic persons; however, if testing capacity limited, prioritize testing of high-risk individuals.</li> </ul>

## Appendix A: Underlying medical conditions that may increase the risk of serious COVID-19 for individuals of any age.

- **Blood disorders** (e.g., sickle cell disease or on blood thinners)
- **Chronic kidney disease** as defined by your doctor. Patient has been told to avoid or reduce the dose of medications because kidney disease, or is under treatment for kidney disease, including receiving dialysis
- **Chronic liver disease** as defined by your doctor. (e.g., cirrhosis, chronic hepatitis) Patient has been told to avoid or reduce the dose of medications because liver disease or is under treatment for liver disease.
- **Compromised immune system (immunosuppression)** (e.g., seeing a doctor for cancer and treatment such as chemotherapy or radiation, received an organ or bone marrow transplant, taking high doses of corticosteroids or other immunosuppressant medications, HIV or AIDS)
- **Current or recent pregnancy** in the last two weeks
- **Endocrine disorders** (e.g., diabetes mellitus)
- **Metabolic disorders** (such as inherited metabolic disorders and mitochondrial disorders)
- **Heart disease** (such as congenital heart disease, congestive heart failure and coronary artery disease)
- **Lung disease** including asthma or chronic obstructive pulmonary disease (chronic bronchitis or emphysema) or other chronic conditions associated with impaired lung function or that require home oxygen
- **Neurological and neurologic and neurodevelopment conditions** [including disorders of the brain, spinal cord, peripheral nerve, and muscle such as cerebral palsy, epilepsy (seizure disorders), stroke, intellectual disability, moderate to severe developmental delay, muscular dystrophy, or spinal cord injury].

# Ralston's Continuity for Learning Plan

Updated May 8, 2020

Based upon new guidance from national and local health experts announced on Monday, March 16, 2020, effective immediately Ralston Public Schools extended its closure to help limit the spread of COVID-19 in our community for the remainder of the 2019-2020 school year. The last student day will be May 21, 2020. Below is the most current version of our *Continuity of Learning Plan*.

## Learning Opportunities for All Students

Providing access to learning opportunities for students is important to Ralston Public Schools. We encourage students to stay engaged throughout this time away from school. One of the best ways parents can support their child's learning is by encouraging them to read every day. We encourage students and families to set aside 10-20 minutes a day to read independently or together.

Listed below is what learning will look like for students at various levels.

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### Questions for Elementary/Secondary Teachers and Principals

- The District communication will be sent on Thursday's each week. If a message needs to be sent earlier communication will be sent prior to Thursday.
- Principals are expected to communicate with families at least 1 time each week.
- PK-6th grade classroom teachers, and 7-12 homeroom teachers will connect with students/families at least 2 times each week.
- Elementary specialists will connect with students 1 time each week.
- Office hours will be available at the High School via Zoom.

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### Teacher to Family/Student Interactions:

1. **PREFERED:** Regular means of communication used throughout the year (Seesaw, Email, Class Dojo, etc.).
2. **ZOOM** - Accounts were set up for staff to interact with students and families as directed by building administration.
3. **Blackboard** - Staff can send emails and/or text messages to their students. Class lists that include parent and student contacts have already been created. Please use your school email login to access these resources. Understand that all the contact information is pulled from SIMS. If a student or parent is not receiving the communications that would indicate

that they may need to update their contact information in *R-Kids*. This would allow you to email or text families, but would not allow for two way communication.

Staff to Staff Interactions:

4. **Ralston Email account.**
  5. **Google Meet** - This is available through google.
  6. **ZOOM** - A link inviting you to create an account was sent to all staff earlier this week.
  7. **In person.** Stay in accordance with the most up to date guidance from health care experts on group size (as of 3/17/2020 maximum of 10 people in a group until 4/30/2020). Only if necessary.
- 

#### **Pre-Kindergarten to Sixth-Grade**

- We are printing learning packets which include 5 reading, math, and writing activities each.
  - Learning Packets will focus on maintenance of essential standard skills they have learned and acquired this year.
  - Each teacher has set up an *Epic!* account for students to access books through. This is something we use in the classroom regularly and students are familiar with.
  - Students receiving additional support through SPED, DHH, EL, and HAL will be provided additional enrichment materials to go along with their grade level learning packet.
  - Specials areas (media, PE, art, and music) will provide activities for families to access online beyond the core content areas.
  - All grade level packets, specials materials, and support materials for SPED, DHH, HAL, and EL will be available online.
- 

#### **Ralston Middle School**

- We will be providing learning packets for all courses for 7th and 8th grade which will be available online.
- We are printing learning packets for our math and english-language arts courses. These were available at Ralston Middle during lunch distribution times for pick-up.
- Learning Packets will focus on maintenance of essential standard skills they have learned and acquired this year.
- Media Specialists will share out ways to access eBooks with families/students.

- Students receiving additional support through SPED AND DHH will be provided materials centered around their IEP goal areas.
- 

## **Ralston High School**

### Online Course Access:

- We will be continuing to offer Ninth through Twelfth-Grade grade students the opportunity to take courses online using our Edgenuity Platform. Students will request to register for a course. Upon submission, an RHS counselor will review the request, select the best course option for the student and contact the family regarding next steps.
- If a student is on an IEP, accommodations will be made available based on the IEP.
- High school credit will be provided for completed courses through Edgenuity.
- Seniors who are credit deficient were communicated with individually by each counselor to discuss what action steps they need to take to graduate in May 2020 and determine what support they might need from our district.
- Ralston High staff are monitoring student progress daily.
- Grading policies were revised to hold students harmless. A student was given a Pass or Incomplete, unless the letter grade has a positive impact on their GPA.

### Access To Non-Technology Based Course Offerings:

- We are in the process of developing a non-technology based course offering for students to participate in for high school credit. Students will request this through the request to register form.
- These offerings will be focused around courses that began during third term and were scheduled to continue into fourth term.

### Optional Online Learning Packets:

- Learning packets with optional activities were provided for the first two weeks by course.

### Dual Enrollment/AP:

- We will continue to offer Dual Enrollment/AP.
- Zoo Academy students should be receiving communication through the Henry Doorly Zoo.

### Nursing Assisting Course:

- We are continuing to provide learning for our Nursing Assisting Course which leads to CNA certification.
- 

## **Special Education Service Delivery for Students:**

### Early Childhood Ages 3-4:

- Ensuring age appropriate materials and activities that support each student's

individualized IEP goals are provided to students and parents.

- Appropriate accommodations and modifications are being provided to general education curriculum and activities.
- Establish an ongoing communication channel with families (Email, Phone, Google Classroom, Google Meet, Zoom, Seesaw, etc) \*minimum once per week contact
- Collaborating with related service providers as needed \*minimum once per week

#### Deaf/Hard of Hearing Intensive Language Program Ages 3-4 years:

- Ensure age appropriate materials and activities that support each student's individualized IEP goals are provided to students and parents.
- Establish an ongoing communication channel with families (Email, Phone, Google Classroom, Google Meet, Zoom, Seesaw, etc) \*minimum twice per week contact
- Collaborating with related service providers as needed \*minimum once per week
- Hold scheduled IEP/MDT meetings with parents virtually through Zoom, Google Meet, phone conference.

#### School Age K-6 Grades:

- Resource teachers will ensure that appropriate accommodations or modifications are provided to students with disabilities through the general education curriculums.
- Collaboration on the lesson with the general education teacher and are available to support students.
- Ensuring age appropriate materials and activities that support each student's individualized IEP goals are provided to students and parents.
- Establish an ongoing communication channel with families (Email, Phone, Google Classroom, Google Meet, Zoom, Seesaw, etc) \*minimum once per week contact
- Collaborating with related service providers as needed \*minimum once per week

#### Deaf/Hard of Hearing K-6th Grades Center-Based Program:

- DHH Resource teacher will ensure that appropriate accommodations or modifications are provided to students with disabilities through the general education curriculums.
- Collaboration on lessons with the general education teachers and are available to support students.
- Ensure age appropriate materials and activities that support each student's individualized IEP goals are provided to students and parents.
- Ensure age appropriate materials and activities that support each student's individualized speech-language IEP goals are provided to students and parents.
- Establish an ongoing communication channel with families (Email, Phone, Google Classroom, Google Meet, Zoom, Seesaw, etc) \*minimum once per week contact
- Collaborating with related service providers as needed \*minimum once per week
- Hold scheduled IEP/MDT meetings with parents virtually through Zoom, Google Meet, phone conference.

#### Secondary Grades 7-8:

- Resource teachers will ensure that appropriate accommodations or modifications are provided to students with disabilities through the general education curriculums core content classes.

- Collaboration on the lessons with the general education teacher and are available to support students when teachers are providing online programming.
- Ensuring appropriate materials and activities that support each student's individualized IEP goals are provided to students and parents.
- Establish an ongoing communication channel with families (Email, Phone, Google Classroom, Google Meet, Zoom, Seesaw, etc) \*minimum once per week contact
- Collaborating with related service providers as needed \*minimum once per week

Deaf/Hard of Hearing Secondary Grades 7-8 Center-Based Program:

- DHH Resource teacher will ensure that appropriate accommodations or modifications are provided to students with disabilities through the general education curriculum's core content classes.
- Collaborate on the lessons with the general education teacher and are available to support students when teachers are providing online programming.
- Ensure appropriate materials and activities that support each student's individualized IEP goals are provided to students and parents.
- Ensure age appropriate materials and activities that support each student's individualized speech-language IEP goals are provided to students and parents.
- Establish an ongoing communication channel with families (Email, Phone, Google Classroom, Google Meet, Zoom, Seesaw, etc) \*minimum once per week contact
- Collaborating with related service providers as needed \*minimum once per week
- Hold scheduled IEP/MDT meetings with parents virtually through Zoom, Google Meet, phone conference.

Secondary Grades 9-12:

- Resource teachers will ensure that appropriate accommodations or modifications are provided to students with disabilities through the general education curriculum.
- Collaboration on the lesson with the general education teacher and are available to support students through online course work.
- Ensuring appropriate materials and activities that support each student's individualized IEP goals are provided to students and parents.
- Weekly virtual collaboration with content teachers via Zoom, Google Meet, etc.
- Provide all accommodations through online learning platforms as appropriate for each student through the IEP.
- Establish an ongoing communication channel with families (Email, Phone, Google Classroom, Google Meet, Zoom, Seesaw, etc) \*minimum once per week contact
- Collaborating with related service providers as needed \*minimum once per week
- Ensuring age appropriate materials and activities that support each student's individualized IEP goals are provided to students and parents.
- Hold scheduled IEP/MDT meetings with parents virtually through Zoom, Google Meet, phone conference.

Deaf/Hard of Hearing Secondary Grades 9-12 Center-Based Program:

- DHH Resource teacher will ensure that appropriate accommodations or modifications are provided to students with disabilities through the general education curriculum.
- Collaborate on lessons with the general education teacher and are available to

support students through online course work.

- Ensure appropriate materials and activities that support each student's individualized IEP goals are provided to students and parents.
- Weekly virtual collaboration with content teachers via Zoom, Google Meet, etc.
- Provide all accommodations through online learning platforms as appropriate for each student through the IEP.
- Establish an ongoing communication channel with families (Email, Phone, Google Classroom, Google Meet, Zoom, Seesaw, etc) \*minimum once per week contact
- Collaborating with related service providers as needed \*minimum once per week
- Hold scheduled IEP/MDT meetings with parents virtually through Zoom, Google Meet, phone conference.

#### Young Adult Transition:

- Will provide lessons, activities and/or packets for students in their classes.
- Will provide activities that support individualized IEP goals.
- Provide life skill curriculum support and activities for parents and students.
- Provide a weekly life skill video lesson for students to complete independently or with support at home.
- Provide individualized lessons for students in their classes through Unique Learning, News2You, Boardmaker, CEC Curriculum or parent coaching packets for students in their classes.
- Establish an ongoing communication channel with families (Email, Phone, Google Classroom, Google Meet, Zoom, Seesaw, etc) \*minimum once per week contact
- Collaborate with related service providers as needed \*minimum once per week
- Hold scheduled IEP/MDT meetings with parents virtually through Zoom, Google Meet, phone conference.

#### Level II Programs K-12:

- Behavior Skills teachers will provide lessons, activities and/or packets for students in their classes.
- BSP teachers will provide activities that support individualized IEP goals.
- BSP teachers will collaborate on the lessons with general education teachers where it's appropriate.
- Alternative Curriculum teachers will provide individualized lessons for students in their classes through Unique Learning, News2You, Boardmaker or parent coaching packets for students in their classes.
- ACP teachers will provide activities that support individualized IEP goals.
- ACP teachers will collaborate on the lessons with general education teachers where it's appropriate.
- Establish an ongoing communication channel with families (Email, Phone, Google Classroom, Google Meet, Zoom, Seesaw, etc) \*minimum once per week contact
- Collaborating with related service providers as needed \*minimum once per week
- Hold scheduled IEP/MDT meetings with parents virtually through Zoom, Google Meet, phone conference.

#### Related Services OT, PT, SLP:

- Will ensure that appropriate accommodations or modifications are provided to students with disabilities through the general education curriculums.

- Ensuring age appropriate materials and activities that support each student's individualized IEP goals are provided to students and parents.
- Collaboration with special education resource teachers. \*minimum once per week contact
- Establish an ongoing communication channel with families (Email, Phone, Google Classroom, Google Meet, Zoom, Seesaw, etc) Collaborating with related service providers as needed \*minimum once per week
- Hold scheduled IEP/MDT meetings with parents virtually through Zoom, Google Meet, phone conference.

#### Students Placed Out of District:

- Ensure that appropriate accommodations, modifications and curriculum are provided to students with disabilities through the programming student participates in.
- Collaboration on the lessons with the placement/program and are available to consult and provide additional supports when needed.
- Ensuring appropriate materials and activities that support each student's individualized IEP goals are provided to students and parents.
- Establish an ongoing communication channel with families and placement/program providers (Email, Phone, Google Classroom, Google Meet, Zoom, Seesaw, etc) \*minimum once per week contact
- Collaborating with related service providers as needed \*minimum once per week

### **How did you serve students and address equity needs through your Continuity of Learning Plan?**

#### **PreKindergarten to 8th Grade**

Students in pre-kindergarten through eighth grade were provided review activities on standards mastered in order to maintain student learning from earlier in the year. To maintain equitable access, these were provided both electronically and in paper format to address the diverse technology access our student population has available at home. Students receiving specialized programming through an Individual Education Plan, English Learner, or High Ability Learner services were provided individualized learning opportunities.

#### **9th to 12th Grade**

For all students, we realize that this can be an incredibly traumatic time and can have an impact on their social and emotional status. Therefore, we have set weekly expectations for connecting, and our team has strived to reach each student and family in our district. Our team uses Zoom to connect virtually, as well as other communication means and applications.

Students in ninth through twelfth grade were provided opportunities for earning credit that holds them harmless given the COVID-19 pandemic. Students were able to receive a

Pass or Incomplete, if the letter grade did not have a positive impact on their GPA. We decided to approach it in this manner to provide grace to students who might need it during this difficult time, while simultaneously allowing students who needed to increase their GPA the opportunity to do so. Additionally, we wanted to provide equitable access to learning through multiple modes since we are not a one to one district yet. We provided students access to a non-technology course offering, Edgenuity, and continued access to Dual Enrollment courses as appropriate. To provide grace and access to on time graduation for seniors, amidst the COVID-19 pandemic, we revised our practices to meet the minimum requirements set within Rule 10. We also offered students who were credit deficient access to technology if it was needed, since it was our most efficient, quality alternative way of providing access to the course. We did this following our first week of closure, and this has had a positive impact on us having students graduate on time.

Lastly, we more than doubled our summer offerings for high school course offerings to help students catch up or stay on track for graduation. We focused on a range of areas, and determined what to provide based on the impact within our student needs and future scheduling. Students receiving specialized programming through an Individual Education Plan, English Learner, or High Ability Learner services were provided individualized learning opportunities. All of these items coupled together have allowed us to serve our community in an equitable manner.

As we move forward, we plan to shift to being a one to one district. We are planning to do this at the high school beginning in 2020-2021, and adding additional grades to follow. Should the situation arise that we end up shifting to remote learning opportunities again, then we would look to incorporate students at the lower grades in being one to one as well.

Regardless of what next year brings, we are engaging in creating a robust transition plan that includes:

- vertical collaboration amongst pre-kindergarten through ninth grade teachers regarding unfinished learning and how to address this during the upcoming school year
- a tiered framework that supports students social and emotional development upon return at both the classroom and the individual student level
- revise our assessment practices to identify where students need further focus in their future learning and maximize our instructional time in the classroom
- planning an implementation for 1:1 technology access and meaningful instruction
- supporting students at critical transition points, such as entry into kindergarten, middle school, and high school
- continuing to check on our policies and procedures that support the health, safety, learning, and success of our students and school community



**AFFIDAVIT OF CLOSURE OF ATTENDANCE CENTERS 2019-2020**

County-District # 28-0054

School System Name: Ralston Public Schools

County of Douglas in the State of Nebraska

Mrs. Elizabeth Kumru being first duly sworn, deposes and says:

1. That she is the secretary of the school board/governing body of the Ralston Public Schools system in the County of Douglas
2. That due to the COVID-19 Pandemic and Directed Health Measure 2020-008, per *Neb. Rev. Stat. 79-213*, the school board or governing body deemed it advisable to close all schools with the district or system and that the school board/governing body then closed the attendance centers within the system beginning on March 16, 2020.
3. That this Affidavit is completed by the school system secretary of the school board/governing body to be filed with the State Board of Education in fulfillment of the requirements of Section 79-213 (R.R.S.).

School System Board / Governing Body Secretary's Signature

\_\_\_\_\_

**NOTARY**

Subscribed in my presence and sworn to me before this \_\_\_ day of \_\_\_\_\_,  
20\_\_ .

Place Notary Seal Below

Notary Public or Other  
Acknowledging Officer

\_\_\_\_\_

## Interim Guidance for Child Care Programs

The reopening of child care programs is crucial to helping parents and guardians return to work. Many States have closed schools for the academic year and, with summer quickly approaching, an increasing number of working parents may need to rely on these programs. CDC's [Interim Guidance for Administrators of US K-12 Schools and Child Care Programs](#) and supplemental [Guidance for Child Care Programs that Remain Open](#) provide recommendations for operating child care programs in low, moderate, and significant mitigation communities. In communities that are deemed significant mitigation areas by State and local authorities, child care programs should be closed. However, child care programs can choose to remain open to serve children of [essential workers](#), such as healthcare workers. All decisions about following these recommendations should be made locally, in collaboration with local health officials who can help determine levels of COVID-19 community transmission and the capacities of the local public health system and healthcare systems.

### (Re) Opening

- **In all Phases:**
  - Establish and continue communication with local and State authorities to determine current mitigation levels in your community.
  - [Protect](#) and support staff, children, and their family members who are at [higher risk](#) for severe illness.
  - Provide staff from higher transmission areas (earlier Phase areas) telework and other options as feasible to eliminate travel to childcare programs in lower transmission (later Phase) areas and vice versa.
  - Follow CDC's supplemental [Guidance for Child Care Programs that Remain Open](#).
  - Ensure that any other community groups or organizations that use the child care facilities also follow this guidance: [Guidance for Child Care Programs that Remain Open](#).
- **Phase 1:** Restrict to children of [essential workers](#) in areas needing **significant mitigation**.
- **Phase 2:** Expand to all children with **enhanced** social distancing measures.
- **Phase 3:** Remain open for all children with social distancing measures.

### Safety Actions

#### Promote [healthy hygiene practices](#) (Phases 1-3)

- Teach and reinforce [washing hands](#) and covering coughs and sneezes among children and staff.
- Teach and reinforce use of [cloth face coverings](#) among all staff. Face coverings are [most](#) essential at times when social distancing is not possible. Staff should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently. Information should be provided to all staff on [proper use, removal, and washing of cloth face coverings](#).
- Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), and tissues.
- Post signs on how to [stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering](#).

#### Intensify cleaning, disinfection, and ventilation (Phases 1-3)

- [Clean, sanitize, and disinfect](#) frequently touched surfaces (for example, playground equipment, door handles, sink handles, drinking fountains) multiple times per day, and shared objects between use.
- Avoid use of items (for example, soft or plush toys) that are not easily cleaned, sanitized, or disinfected.
- Ensure [safe and correct application](#) of disinfectants and keep products away from children.
- Ensure that ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and other methods. Do not open windows and doors if doing so poses a safety or health risk (for example, allowing pollens in or exacerbating asthma symptoms) to children using the facility.
- [Take steps](#) to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of [Legionnaires' disease](#) and other diseases associated with water.

#### Ensure social distancing

- **Phase 1 and 2**
  - Ensure that classes include the same group of children each day, and that the same child care providers remain with the same group each day.
  - Restrict mixing between groups

- Cancel all field trips, inter-group events, and extracurricular activities (Phase 1)
- Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas (Phase 2; Note: restricting attendance from those in Phase 1 areas).
- Restrict nonessential visitors, volunteers, and activities involving other groups at the same time.
- Space out seating and bedding (head-to-toe positioning) to six feet apart if possible.
- Close communal use spaces, such as game rooms or dining halls, if possible; if this is not possible, stagger use and disinfect in between uses.
- If a cafeteria or group dining room is typically used, serve meals in classrooms instead. Put each child's meal on a plate, to limit the use of shared serving utensils.
- Stagger arrival and drop-off times or put in place other protocols to limit direct contact with parents as much as possible.
- **Phase 3**
  - Consider keeping classes together to include the same group of children each day, and consider keeping the same child care providers with the same group each day.
  - Allow minimal mixing between groups. Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas (Phase 1 or 2 areas).
  - Continue to space out seating and bedding (head-to-toe positioning) to six feet apart, if possible.
  - Consider keeping communal use spaces closed, such as game rooms, playgrounds, or dining halls, if possible; if this is not possible, stagger use and disinfect in between uses.
  - Consider continuing to plate each child's meal, to limit the use of shared serving utensils.
  - Consider limiting nonessential visitors, volunteers, and activities involving other groups. Restrict attendance of those from higher transmission areas (Phase 1 or 2 areas).
  - Consider staggering arrival and drop-off times or put in place other protocols to limit direct contact with parents as much as possible.

#### **Limit sharing (Phases 1-3)**

- Keep each child's belongings separated and in individually labeled storage containers, cubbies, or areas or taken home each day and cleaned.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment etc. assigned to a single camper) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.
- Avoid sharing electronic devices, toys, books, other games, and learning aids.
- Prevent risk of transmitting COVID-19 by avoiding immediate contact (such as shaking or holding hands, hugging, or kissing), as well as by mediated contact.

#### **Train all staff (Phases 1-3)**

- Train all staff in the above safety actions. Consider conducting the training virtually, or, if in-person, ensure social distancing is maintained.

### **Monitoring and Preparing**

#### **Check for signs and symptoms (Phases 1-3)**

- Screen children upon arrival, if possible. Establish routine, daily health checks on arrival, such as temperature screening of both staff and children. Options for daily health check screenings for children are provided in CDC's supplemental Guidance for Child Care Programs that Remain Open and in CDC's General Business FAQs for screening staff.
- Implement health checks (e.g. temperature checks and symptom screening) screenings safely, and respectfully, and with measures in place to ensure confidentiality as well as in accordance with any applicable privacy laws or regulations. Confidentiality should be maintained.
- Employers and child care directors may use examples of screening methods in CDC's supplemental Guidance for Child Care Programs that Remain Open as a guide.
- Encourage staff to stay home if they are sick and encourage parents to keep sick children home.

### **Plan for when a staff member, child, or visitor becomes sick (Phases 1-3)**

- Identify an area to separate anyone who exhibits COVID-like symptoms during hours of operation, and ensure that children are not left without adult supervision.
- Establish procedures for safely transporting anyone sick home or to a healthcare facility, as appropriate.
- Notify local health officials, staff, and families immediately of any possible case of COVID-19 while maintaining confidentiality as required by the Americans with Disabilities Act (ADA).
- Close off areas used by any sick person and do not use them until they have been cleaned. Wait 24 hours before you clean or disinfect to reduce risk to individuals cleaning. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children
- Advise sick staff members not to return until they have met CDC criteria to discontinue home isolation.
- Inform anyone exposed to a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and to follow CDC guidance if symptoms develop.

### **Maintain healthy operations (Phases 1-3)**

- Implement flexible sick leave policies and practices, if feasible.
- Monitor absenteeism to identify any trends in employee or child absences due to illness. This might indicate spread of COVID-19 or other illness. Have a roster of trained back-up staff in order to maintain sufficient staffing levels.
- Designate a staff person to be responsible for responding to COVID-19 concerns. Employees should know who this person is and how to contact them.
- Create a communication system for staff and families for self-reporting of symptoms and notification of exposures and closures.

## **Closing**

### **Phases 1-3**

- It is very important to check State and local health department notices daily about spread of COVID-19 in the area and adjust operations accordingly.
- Where a community is deemed a significant mitigation community, child care programs should close, except for those caring for the children of essential workers, such as the children of health care workers.
- In the event a person diagnosed with COVID-19 is determined to have been in the building and poses a risk to the community, programs may consider closing for a few days for cleaning and disinfection.

## Interim Guidance for Schools and Day Camps

As communities consider reopening centers for learning, such as K-12 schools and summer day camps, CDC offers the following recommendations to keep communities safe while resuming peer-to-peer learning and providing crucial support for parents and guardians returning to work. These recommendations depend on community monitoring to prevent COVID-19 from spreading. Communities with low levels of COVID-19 spread and those with confidence that the incidence of infection is genuinely low (e.g. communities that remain in low transmission or that have entered Phase two or three) may put in place the practices described below as part of a phased reopening. All decisions about following these recommendations should be made in collaboration with local health officials and other State and local authorities who can help assess the current level of mitigation needed based on levels of COVID-19 community transmission and the capacities of the local public health and healthcare systems, among other relevant factors.

### (Re) Opening

- **In all Phases:**
  - Establish and continue communication with local and State authorities to determine current mitigation levels in your community.
  - Protect and support staff and students who are at higher risk for severe illness, such as providing options for telework and virtual learning.
  - Follow CDC's Guidance for Schools and Childcare Programs.
  - Provide teachers and staff from higher transmission areas (earlier Phase areas) telework and other options as feasible to eliminate travel to schools and camps in lower transmission (later Phase) areas and vice versa.
  - Ensure external community organizations that use the facilities also follow this guidance.
- **Phase 1:** Schools that are currently closed, remain closed. E-learning or distance learning opportunities should be provided for all students. Ensure provision of student services such as school meal programs. Camps restrict to children of essential workers and for children who live in the local geographic area only.
- **Phase 2:** Remain open with **enhanced** social distancing measures and for children who live in the local geographic area only.
- **Phase 3:** Remain open with distancing measures. Restrict attendance to those from limited transmission areas (other Phase 3 areas) only.

### Safety Actions

#### Promote healthy hygiene practices (Phases 1-3)

- Teach and reinforce washing hands and covering coughs and sneezes among children and staff.
- Teach and reinforce use of cloth face coverings among all staff. Face coverings are **most** essential in times when physical distancing is not possible. Staff should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to all staff on proper use, removal, and washing of cloth face coverings.
- Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), tissues, and no-touch trash cans.
- Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.

#### Intensify cleaning, disinfection, and ventilation (Phases 1-3)

- Clean and disinfect frequently touched surfaces within the school and on school buses at least daily (for example, playground equipment, door handles, sink handles, drinking fountains) and shared objects (for example, toys, games, art supplies) between uses.
- To clean and disinfect school buses see guidance for bus transit operators.
- Ensure safe and correct application of disinfectants and keep products away from children.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms) risk to children using the facility.
- Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

#### Ensure social distancing

- **Phase 1 and 2**
  - Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
  - Restrict mixing between groups
  - Cancel all field trips, inter-group events, and extracurricular activities (Phase 1)
  - Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas (Phase 2; Note: restricting attendance from those in Phase 1 areas).
  - Restrict nonessential visitors, volunteers, and activities involving other groups at the same time
  - Space seating/desks to at least six feet apart.
  - Close communal use spaces such as dining halls and playgrounds if possible; otherwise stagger use and disinfect in between use.
  - If a cafeteria or group dining room is typically used, serve meals in classrooms instead. Serve individually plated meals and hold activities in separate classrooms. Stagger arrival and drop-off times or locations, or put in place other protocols to limit direct contact with parents as much as possible.
  - Create social distance between children on school buses where possible.
- **Phase 3**
  - Consider keeping classes together to include the same group of children each day, and consider keeping the same child care providers with the same group each day.
  - Allow minimal mixing between groups. Limit gatherings, events, and extracurricular activities to those that can maintain social distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas (Phase 1 or 2 areas).
  - Continue to space out seating and bedding (head-to-toe positioning) to six feet apart, if possible.
  - Consider keeping communal use spaces closed, such as game rooms or dining halls, if possible; if this is not possible, stagger use and disinfect in between uses.
  - Consider continuing to plate each child's meal, to limit the use of shared serving utensils.
  - Consider limiting nonessential visitors, volunteers, and activities involving other groups. Restrict attendance of those from higher transmission areas (Phase 1 or 2 areas).
  - Consider staggering arrival and drop-off times or locations, or put in place other protocols to limit direct contact with parents as much as possible. Continue to stagger arrival and drop-off times and plan to continue limiting direct contact with parents as much as possible

#### **Limit sharing (Phases 1-3)**

- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment etc. assigned to a single camper) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.

#### **Train all staff (Phases 1-3)**

- Train all teachers and staff in the above safety actions. Consider conducting the training virtually, or, if in-person, ensure that social distancing is maintained.

#### **Monitoring and Preparing**

##### **Check for signs and symptoms (Phases 1-3)**

- Implement screenings safely, respectfully, as well as in accordance with any applicable privacy laws or regulations. Confidentiality should be maintained.
- School and camp administrators may use examples of screening methods in CDC's supplemental Guidance for Child Care Programs that Remain Open as a guide for screening children and CDC's General Business FAQs for screening staff.
- Encourage staff to stay home if they are sick and encourage parents to keep sick children home.
- Encourage staff or children who are sick to stay at home.

##### **Plan for when a staff, child, or visitor becomes sick (Phases 1-3)**

- Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms. School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See: [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection](#).
- Establish procedures for safely transporting anyone sick home or to a healthcare facility.
- Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality as required by the [Americans with Disabilities Act \(ADA\)](#).
- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you [clean and disinfect](#). If it is not possible to wait 24 hours is, wait as long as possible. Ensure [safe and correct application of disinfectants](#) and keep disinfectant products away from children.
- Advise sick staff members not to return until they have met CDC [criteria to discontinue home isolation](#).
- Inform those exposed to a person with COVID-19 to stay home and self-monitor for symptoms, and follow [CDC guidance](#) if symptoms develop. Provide options for virtual learning.

### **Maintain healthy operations (Phases 1-3)**

- Implement flexible sick leave policies and practices, if feasible.
- Monitor absenteeism and have a roster of trained back-up staff.
- Monitor health clinic traffic. School nurses and other healthcare providers play an important role in monitoring health clinic traffic and the types of illnesses and symptoms among students.
- Designate a staff person to be responsible for responding to COVID-19 concerns. Employees should know who this person is and how to contact them.
- Create a communication systems for staff and families for self-reporting of [symptoms and notification of exposures and closures](#).

## **Closing**

### **Phases 1-3**

- Check [State](#) and [local](#) health department notices daily about transmission in the area and adjust operations accordingly
- In the event a person diagnosed with COVID-19 is determined to have been in the building and poses a risk to the community, programs may consider closing for a short time (1-2 days) for cleaning and disinfection.

## Interim Guidance for Communities of Faith

CDC offers the following recommendations to help communities of faith continue their mission while keeping their staff and congregations safe. This guidance is not intended to infringe on First Amendment rights as provided in the US Constitution. As all Americans are now aware, gatherings present a special risk for increasing spread of COVID-19 during this Public Health Emergency. The federal government may not prescribe standards for interactions of faith communities in houses of worship and no faith community should be asked to adopt any mitigation strategies that are more stringent than the mitigation strategies asked of similarly situated entities or activities in accordance with the Religious Freedom and Restoration Act (RFRA). CDC offers these suggestions that faith communities may consider and accept or reject, consistent with their own faith traditions, in the course of preparing their own plans to prevent the spread of COVID-19. In communities deemed by CDC's guidance to be significant mitigation areas, the risk to the larger community of continuing or resuming in-person gatherings should be taken into account and virtual options strongly considered. All decisions about following CDC's recommendations should be made in collaboration with local health officials and other State and local authorities who can help assess the current level of mitigation needed based levels of COVID-19 community transmission and the capacities of the local public health and healthcare systems. CDC offers the following suggestions for consideration to the extent consistent with each community's faith tradition:

### (Re) Opening

- **In all Phases:**
  - Establish and continue communication with local and State authorities to determine current mitigation levels in your community.
  - Protect staff and congregants who are at higher risk for severe illness encouraging use of options to participate virtually, if possible.
  - Continue to provide congregants with spiritual and emotional care and counseling on a flexible or virtual basis, or refer them to other available resources.
  - Encourage other entities using the facilities to also follow this guidance.
  - If the facility offers child care or educational programming for children and youth, follow CDC guidance for such programs.
- **Phase 1:** Limit gatherings to those that can be held virtually (by remote viewing) for vulnerable populations and consider video streaming or drive-in options for services. Limit the size of in person gatherings in accordance with the guidance and directives of state and local authorities, and maintain social distancing.
- **Phase 2:** Consider continuing to hold gatherings virtually (by remote viewing) for vulnerable populations and video streaming or drive-in options for services. Limit the size of in person gatherings in accordance with the guidance and directives of state and local authorities, and maintain social distancing.
- **Phase 3:** Limit gatherings to those that can maintain social distancing and consider video streaming or drive-in options for vulnerable populations.

### Safety Actions

#### Promote healthy hygiene practices (Phases 1-3)

- Encourage use of a cloth face covering at all gatherings and when in the building by everyone except children aged less than 2 years old. Not using a cloth face covering may also be appropriate at times for some individuals who have trouble breathing or need assistance to remove their mask.
- Have adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), tissues, and no-touch trash cans.
- Consider posting signs on how to stop the spread of COVID-19 and promote everyday protective measures, such as washing hands and covering coughs and sneezes and properly wearing a face covering.

#### Intensify cleaning, disinfection, and ventilation (Phases 1-3)

- Clean and disinfect frequently touched surfaces at least daily and shared objects between use.
- Avoid use of items that are not easily cleaned, sanitized, or disinfected.
- Ensure safe and correct application of disinfectants and keep them away from children.
- Ensure that ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, etc. Do not open windows and doors if they pose a safety risk to children using the facility.

- Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

### **Promote social distancing (Phases 1-3)**

- Limit the size of gatherings in accordance with the guidance and directives of state and local authorities and in accordance with RFRA.
- Consider video streaming or drive-in options for services.
- If appropriate and possible, add additional services to weekly schedules to maintain social distancing at each service, ensuring that clergy, staff, and volunteers at the services ensure social distancing to lessen their risk.
- Consider holding services and gatherings in a large, well-ventilated area or outdoors, as circumstances and faith traditions allow.
- Space out seating for attendees who do not live in the same household to at least six feet apart when possible; consider limiting seating to alternate rows.
- Consider whether other gatherings may need to have attendance limited or be held virtually if social distancing is difficult, such as funerals, weddings, religious education classes, youth events, support groups and any other programming.
- Avoid or consider suspending use of a choir or musical ensemble during religious services or other programming, if appropriate within the faith tradition. Consider having a soloist or strictly limiting the number of choir members and keep at least six feet between individuals.
- Consider having clergy hold virtual visits (by phone or online) instead of in homes or at the hospital except for certain compassionate care situations, such as end of life.

### **Limit community sharing of worship materials and other items (Phases 1-3)**

- Consider temporarily limiting the sharing of frequently touched objects, such as worship aids, prayer books, hymnals, religious texts and other bulletins, books or other items passed or shared among congregants, and encourage congregants to bring their own, if possible, photocopying, or projecting prayers, songs, and texts using electronic means.
- Modify the methods used to receive financial contributions. Consider a stationary collection box, the mail, or electronic methods of collecting regular financial contributions instead of shared collection trays or baskets.
- Consider mitigating the risk of transmitting COVID-19 posed by close physical contact among members of the faith community during religious rituals as well as mediated contact through frequently touched objects, consistent with the community's faith traditions and in consultation with local health officials as needed.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee whenever possible, instead of a buffet or family-style meal.
- Avoid food offerings when it is being shared from common dishes.

### **Train all staff (Phases 1-3)**

- Train all clergy and staff in the above safety actions. Consider conducting the training virtually, or, if in-person, ensure that social distancing is maintained.

## **Monitoring and Preparing**

### **Check for signs and symptoms (Phases 1-3)**

- Encourage staff or congregants who are sick to stay at home.

### **Plan for when a staff member or congregant becomes sick (Phases 1-3)**

- Identify an area to separate anyone who exhibits COVID-like symptoms during hours of operation, and ensure that children are not left without adult supervision.
- Establish procedures for safely transporting anyone who becomes sick at the facility to their home or a healthcare facility.
- Notify local health officials if a person diagnosed with COVID-19 has been in the facility and communicate with staff and congregants about potential exposure while maintaining confidentiality as required by the Americans with Disabilities Act (ADA) or other applicable laws in accordance with religious practices.
- Inform those with exposure to a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.

- Close off areas used by the sick person and do not use the area until it after cleaning and disinfection; wait 24 hours to clean and disinfect to reduce risk to individuals cleaning. If it is not possible to wait 24 hours, wait as long as possible before cleaning and disinfecting. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- Advise sick staff and congregants not to return to the facility until they have met CDC's criteria to discontinue home isolation.

### **Maintain healthy operations (Phases 1-3)**

- Implement flexible sick leave and related flexible policies and practices for staff (e.g., allow work from home, if feasible).
- Monitor absenteeism and create a roster of trained back-up staff. Designate a staff person to be responsible for responding to COVID-19 concerns. Employees should know who this person is and how to contact them.
- Communicate clearly with staff and congregants about actions being taken to protect their health.

### **Closing**

#### **Phases 1-3**

- Check state and local health department notices daily about transmission in the community and adjust operations accordingly.
- In the event a person diagnosed with COVID-19 is determined to have been in the building and poses a risk to the community, it is strongly suggested to close, then properly clean and disinfect the area and the building where the individual was present.

## Interim Guidance for Employers with Vulnerable Workers

As workplaces consider re-opening it is particularly important to keep in mind that some workers are at higher risk for severe illness from COVID-19. These vulnerable workers include individuals over age 65 and those with underlying medical conditions. Such underlying conditions include, but are not limited to, chronic lung disease, moderate to severe asthma, hypertension, severe heart conditions, weakened immunity, severe obesity, diabetes, liver disease, and chronic kidney disease that requires dialysis. Vulnerable workers should be encouraged to self-identify, and employers should avoid making unnecessary medical inquiries. Employers should take particular care to reduce vulnerable workers' risk of exposure to COVID-19, while making sure to be compliant with relevant ADA and ADEA regulations. First and foremost this means following CDC's and the Occupational Safety and Health Administration (OSHA) guidance for reducing workplace exposure for all employees. All decisions about following these recommendations should be made in collaboration with local health officials and other State and local authorities who can help assess the current level of mitigation needed based on levels of COVID-19 community transmission and the capacities of the local public health and healthcare systems. In addition, the guidance offered below applies to workplaces generally; specific industries may require more stringent safety precautions. Finally, there may be essential workplaces in which the recommended mitigation strategies are not feasible.

### (Re)Opening

- **In all Phases:**
  - Establish and continue communication with State and local authorities to determine current mitigation levels in your community.
  - Protect employees at higher risk for severe illness by supporting and encouraging options to telework.
  - Consider offering vulnerable workers duties that minimize their contact with customers and other employees (e.g., restocking shelves rather than working as a cashier), if agreed to by the worker.
  - Ensure that any other entities sharing the same work space also follow this guidance.
  - Provide employees from higher transmission areas (earlier Phase areas) telework and other options as feasible to eliminate travel to workplaces in lower transmission (later Phase) areas and vice versa.
- **Phase 1:** Reopen only if business can ensure **strict** social distancing, proper cleaning and disinfecting requirements, and protection of their workers and customers; vulnerable workers are recommended to shelter in place.
- **Phase 2:** Reopen only if business can ensure moderate social distancing, proper cleaning and disinfecting requirements, and protection of their workers and customers; vulnerable workers are recommended to shelter in place.
- **Phase 3:** Reopen only if business can ensure limited social distancing, proper cleaning and disinfecting requirements, and protection of their workers and customers.

### Safety Actions

#### Promote healthy hygiene practices (Phases 1-3)

- Enforce hand washing, covering coughs and sneezes, and using cloth face coverings when around others where feasible; however, certain industries may require face shields.
- Ensure that adequate supplies to support healthy hygiene behaviors, including soap, hand sanitizer with at least 60 percent alcohol, tissues, and no-touch trash cans.
- Post signs on how to stop the spread of COVID-19, properly wash hands, promote everyday protective measures, and properly wear a face covering.

#### Intensify cleaning, disinfection and ventilation (Phases 1-3)

- Clean, sanitize, and disinfect frequently touched surfaces at least daily and shared objects between use.
- Avoid use or sharing of items that are not easily cleaned, sanitized, or disinfected.
- Ensure safe and correct application of disinfectants.
- Ensure that ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if doing so poses a safety risk to individuals and employees using the workspace.
- Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

#### Ensure social distancing (Phases 1-3)

- Limit service to drive-throughs, curbside take out, or delivery options, if possible (Phase 1).

- Consider installing physical barriers, such as sneeze guards and partitions, and changing workspace layouts to ensure all individuals remain at least six feet apart.
- Close communal spaces, such as break rooms, if possible (Phase 1) or stagger use and clean and disinfect in between uses (Phases 2 & 3).
- Encourage telework for as many employees as possible.
- Consider rotating or staggering shifts to limit the number of employees in the workplace at the same time
- Replace in-person meetings with video- or tele-conference calls whenever possible.
- Cancel all group events, gatherings, or meetings of more than 10 people (Phase 1), of more than 50 people (Phase 2), and any events where social distancing of at least 6 feet cannot be maintained between participants (all Phases)
- Restrict (Phase 1) or consider limiting (Phase 2) any nonessential visitors, volunteers, and activities involving external groups or organizations.
- Limit any sharing of foods, tools, equipment, or supplies.

#### **Limit travel and modify commuting practices (Phases 1-3)**

- Cancel all non-essential travel (Phase 1) and consider resuming non-essential travel in accordance with state and local regulations and guidance (Phases 2 & 3)
- Ask employees who use public transportation to consider using teleworking to promote social distancing
- Train all managers and staff in the above safety actions. Consider conducting the training virtually, or if in-person, ensure that social distancing is maintained.

### **Monitoring and Preparing**

#### **Checking for signs and symptoms (Phases 1-3)**

- Consider conducting routine, daily health checks (e.g., temperature and symptom screening) of all employees.
- If implementing health checks, conduct them safely and respectfully, and in accordance with any applicable privacy laws and regulations. Confidentiality should be respected. Employers may use examples of screening methods in CDC's General Business FAQs as a guide.
- and in accordance with any applicable privacy laws and regulations. Confidentiality should be respected.
- Encourage employees who are sick to stay at home.

#### **Plan for when an employee becomes sick (Phases 1-3)**

- Employees with symptoms (fever, cough, or shortness of breath) at work should immediately be separated and sent home.
- Establish procedures for safely transporting anyone sick to their home or to a healthcare facility.
- Notify local health officials, staff, and customers (if possible) immediately of a possible case while maintaining confidentiality as required by the Americans with Disabilities Act (ADA); other information on civil rights protections for workers related to COVID-19 is available here.
- Close off areas used by the sick person until after cleaning and disinfection Wait 24 hours to clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible before cleaning and disinfecting. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- Inform those who have had close contact with a person with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.

#### **Maintain healthy operations (Phases 1-3)**

- Implement flexible sick leave and other flexible policies and practices, such as telework, if feasible.
- Monitor absenteeism of employees and create a roster of trained back-up staff.
- Designate a staff person to be responsible for responding to COVID-19 concerns. Employees should know who this person is and how to contact them.
- Create and test communication systems for employees for self-reporting and notification of exposures and closures.

### **Closing**

#### **Phases 1-3**

- Check State and local health department notices daily about transmission in the area and adjust operations accordingly.
- Be prepared to close for a few days if there is a case of COVID-19 in the workplace or for longer if cases increase in the local area.

## **Interim Guidance for Restaurants and Bars**

This guidance provides considerations for businesses in the food service industry (e.g., restaurants and bars) on ways to maintain healthy business operations and a safe and healthy work environment for employees, while reducing the risk of COVID-19 spread for both employees and customers. Employers should follow applicable [Occupational Safety and Health Administration \(OSHA\)](#) and [CDC](#) guidance for businesses to plan and respond to COVID-19. All decisions about implementing these recommendations should be made in collaboration with local health officials and other State and local authorities who can help assess the current level of mitigation needed based on levels of COVID-19 community transmission and the capacities of the local public health and healthcare systems.

### **(Re)Opening**

- **In all Phases:**
  - Establish and continue communication with State and local authorities to determine current mitigation levels in your community.
  - Consider assigning [vulnerable workers](#) duties that minimize their contact with customers and other employees (e.g., managing inventory rather than working as a cashier, managing administrative needs through telework).
  - Provide employees from higher transmission areas (earlier Phase areas) telework and other options as feasible to eliminate travel to workplaces in lower transmission (later Phase) areas and vice versa.
- **Phase 1:** Bars remain closed and restaurant service should remain limited to drive-through, curbside take out, or delivery with **strict** social distancing.
- **Phase 2:** Bars may open with limited capacity; restaurants may open dining rooms with limited seating capacity that allows for social distancing.
- **Phase 3:** Bars may open with increased standing room occupancy that allows for social distancing; restaurants may operate while maintaining social distancing.

### **Safety Actions**

#### **Promote [healthy hygiene practices](#) (Phases 1-3)**

- Enforce [hand washing](#), covering coughs and sneezes, and use of a [cloth face covering](#) by employees when near other employees and customers.
- Ensure adequate supplies to support healthy hygiene practices for both employees and customers including soap, hand sanitizer with at least 60 percent alcohol (perhaps on every table, if supplies allow), and tissues. Post signs on how to [stop the spread of COVID-19](#), [properly wash hands](#), [promote everyday protective measures](#), and [properly wear a face covering](#).

#### **Intensify cleaning, disinfection and ventilation (Phases 1-3)**

- [Clean and disinfect](#) frequently touched surfaces (for example, door handles, work stations, cash registers) at least daily and shared objects (for example, payment terminals, tables, countertops/bars, receipt trays, condiment holders) between use. Use [products that meet EPA's criteria for use against SARS-CoV-2](#) and that are appropriate for the surface. Prior to wiping the surface, allow the disinfectant to sit for the necessary contact time recommended by the manufacturer. Train staff on proper cleaning procedures to ensure safe and correct application of disinfectants.
- Make available individual disinfectant wipes in bathrooms, and post reminders not to flush these wipes but to dispose of them in the trash.
- Wash, rinse, and sanitize food contact surfaces, food preparation surfaces, and beverage equipment after use.
- Avoid using or sharing items such as menus, condiments, and any other food. Instead, use disposable or digital menus, single serving condiments, and no-touch trash cans and doors.
- Use touchless payment options as much as possible, when available. Ask customers and employees to exchange cash or card payments by placing on a receipt tray or on the counter rather than by hand. Wipe any pens, counters, or hard surfaces between use or customer.
- Use disposable food service items (utensils, dishes). If disposable items are not feasible, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Employees should [wash their hands](#) after removing their gloves or after directly handling used food service items
- Use gloves when removing garbage bags or handling and disposing of trash and [wash hands afterwards](#)
- Avoid using food and beverage implements brought in by customers.
- Ensure that ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, other methods. Do not open windows and doors if doing so poses a safety risk to employees, children, or customers.

- Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.

## **Ensure social distancing**

### **Phase 1**

- Limit service to drive-through, delivery, or curbside pick-up options only.
- Provide physical guides, such as tape on floors or sidewalks and to ensure that customers remain at least six feet apart in lines or ask customers to wait in their cars or away from the establishment while waiting to pick up food. Post signs to inform customers of food pickup protocols.
- Consider installing physical barriers, such as sneeze guards and partitions at cash registers, or other food pickup areas where maintaining physical distance of six feet is difficult.
- Restrict the number of employees in shared spaces, including kitchens, break rooms, and offices to maintain at least a six-foot distance between people.
- Rotate or stagger shifts to limit the number of employees in the workplace at the same time.

### **Phase 2**

- Provide drive-through, delivery, or curbside pick-up options and prioritize outdoor seating as much as possible.
- Reduce occupancy and limit the size of parties dining in together to sizes that ensure that all customer parties remain at least six feet apart (e.g., all tables and bar stools six feet apart, marking tables/stools that are not for use) in order to protect staff and other guests.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that customers remain at least six feet apart in lines or waiting for seating.
- Ask customers to wait in their cars or away from the establishment while waiting to be seated. If possible, use phone app technology to alert patrons when their table is ready to avoid touching and use of "buzzers."
- Consider options for dine-in customers to order ahead of time to limit the amount of time spent in the establishment
- Avoid offering any self-serve food or drink options, such as buffets, salad bars, and drink stations.
- Install physical barriers, such as sneeze guards and partitions at cash registers, bars, host stands, and other areas where maintaining physical distance of six feet is difficult.
- Limit the number of employees in shared spaces, including kitchens, break rooms, and offices to maintain at least a six-foot distance between people.

### **Phase 3**

- Provide drive-through, delivery, or curbside pick-up options and prioritize outdoor seating as much as possible.
- Consider reducing occupancy and limiting the size of parties dining in together to sizes that ensure that all customer parties remain at least six feet apart (e.g., all tables and bar stools six feet apart, marking tables/stools that are not for use) in order to protect staff and other guests.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that customers remain at least six feet apart in lines or waiting for seating.
- If possible, use phone app technology to alert patrons when their table is ready to avoid touching and use of "buzzers."
- Consider options for dine-in customers to order ahead of time to limit the amount of time spent in the establishment.
- Avoid offering any self-serve food or drink options, such as buffets, salad bars, and drink stations.
- Install physical barriers, such as sneeze guards and partitions at cash registers, bars, host stands, and other areas where maintaining physical distance of six feet is difficult.

### **Train all staff (Phases 1-3)**

- Train all employees in the above safety actions while maintaining social distancing and use of face coverings during training.

## **Monitoring and Preparing**

### **Checking for signs and symptoms (Phases 1-3)**

- Consider conducting daily health checks (e.g., temperature and symptom screening) of employees.
- If implementing health checks, conduct them safely and respectfully, and in accordance with any applicable privacy laws and regulations. Confidentiality should be respected. Employers may use examples of screening methods in CDC's General Business FAQs as a guide.
- Encourage staff who are sick to stay at home

### **Plan for when an employee becomes sick (Phases 1-3)**

- Employees with symptoms of COVID-19 (fever, cough, or shortness of breath) at work should immediately be sent home.
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.
- Establish procedures for safely transporting anyone sick to their home or to a healthcare facility.
- Notify local health officials, staff, and customers (if possible) immediately of any possible case of COVID-19 while maintaining confidentiality as required by the Americans with Disabilities Act (ADA) or other applicable laws.
- Close off areas used by a sick person and do not re-enter them until after cleaning and disinfection. . Wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- Advise sick staff members not to return until they have met CDC's criteria to discontinue home isolation.

### **Maintain healthy operations (Phases 1-3)**

- Implement flexible sick leave and other flexible policies and practices, if feasible.
- Monitor absenteeism of employees and create a roster of trained back-up staff. Designate a staff person to be responsible for responding to COVID-19 concerns. Employees and customers should know who this person is and how to contact them.
- Create and test communications for employees and customers for self-reporting of symptoms and notification of exposures and closures.

## **Closing**

### **Phases 1-3**

- Check State and local health department notices about transmission in the area daily and adjust operations accordingly.
- Be prepared to close for a few days if there is a case of COVID-19 in the establishment and for longer if cases increase in the local area.

## **Interim Guidance for Mass Transit Administrators**

Mass transit is critical for many Americans to commute to and from work and to access essential goods and services. This guidance provides considerations for mass transit administrators to maintain healthy business operations and a safe and healthy work environment for employees, while reducing the risk of COVID-19 spread for both employees and passengers. Administrators should follow applicable guidance from the [CDC](#) and [Occupational Safety and Health Administration \(OSHA\)](#) for reducing workplace exposure. All decisions about following these recommendations should be made in collaboration with local health officials and other State and local authorities who can help assess the current level of mitigation needed based on levels of COVID-19 community transmission and the capacities of the local public health and healthcare systems.

### **Resuming Full Service**

- **In all Phases:**
  - Restrict routes between areas experiencing different levels of transmission (between areas in different Phases).
  - Provide employees from higher transmission areas (earlier Phase areas) telework and other options as feasible to eliminate travel to workplaces in lower transmission (later Phase) areas and vice versa.
  - Establish and continue communication with State and local health officials to determine current mitigation levels in the communities served. Decisions about how and when to resume full service should be based on these levels.
  - Follow CDC's guidance on what [bus transit operators](#), [rail transit operators](#), [transit maintenance workers](#), and [transit station workers](#) need to know about COVID-19.
  - Consider assigning [vulnerable workers](#) duties that minimize their contact with passengers and other employees
  - Conduct worksite hazard assessments to identify COVID-19 prevention strategies, such as appropriate use of cloth face coverings or personal protective equipment (PPE), and follow the prevention strategies.
- **Phase 1:** Restrict ridership to [essential critical infrastructure workers](#) in areas needing significant mitigation and maintain **strict** social distancing as much as possible.
- **Phase 2:** Maintain social distancing between transit riders and employees as much as possible.
- **Phase 3:** Encourage social distancing as much as possible.

### **Safety Actions**

#### **Promote healthy hygiene practices (Phases 1-3)**

- Enforce [everyday preventive actions](#) such as [hand washing](#), covering coughs and sneezes, and use of a [cloth face covering](#) by employees when around others, as safety permits. Provide employees with appropriate equipment as necessary and as available. Communicate with the public about the importance of hygiene, covering coughs and sneezes, and using cloth face coverings while using mass transportations, including posting signs in transit stations and vehicles on how to [stop the spread of COVID-19](#), [properly wash hands](#), [promote everyday protective measures](#), and [properly wear a face covering](#).
- Ensure adequate supplies to support [healthy hygiene behaviors](#) for transit operators, employees, and passengers in stations, including soap, hand sanitizer with at least 60 percent alcohol, tissues, and no-touch trash cans.

#### **Intensify cleaning, disinfection and ventilation (Phases 1-3)**

- [Clean, sanitize, and disinfect](#) frequently touched surfaces (for example, kiosks, digital interfaces such as touchscreens and fingerprint scanners, ticket machines, turnstiles, handrails, restroom surfaces, elevator buttons) at least daily.
- [Clean, sanitize, and disinfect](#) the operator area between operator shifts.
- Use touchless payment and no-touch trash cans and doors as much as possible, when available. Ask customers and employees to exchange cash or credit cards by placing in a receipt tray or on the counter rather than by hand and wipe any pens, counters, or hard surfaces between each use or customer.
- Avoid using or sharing items that are not easily cleaned, sanitized, or disinfected, such as disposable transit maps.
- Ensure safe and correct application of disinfectants.
- Use gloves when removing garbage bags or handling and disposing of trash and [wash hands afterwards](#).
- Ensure that ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, using fans, or other methods. Do not open windows and doors if they pose a safety risk to passengers or employees, or other vulnerable individuals.
- [Take steps](#) to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of [Legionnaires' disease](#) and other diseases associated with water.

## Ensure social distancing

### ○ Phase 1 and Phase 2

- Institute measures to physically separate or create distance of at least six feet between all occupants. This may include:
  - Asking bus passengers to enter and exit the bus through rear doors, while allowing exceptions for persons with disabilities.
  - Closing every other row of seats.
  - Reducing maximum occupancy of buses and individual subway and train cars and increasing service on crowded routes as appropriate.
- Provide physical guides to ensure that customers remain at least six feet apart while on vehicles and at transit stations and stops. For example, floor decals, colored tape, or signs to indicate where passengers should not sit or stand can be used to guide passengers.
- Install physical barriers, such as sneeze guards and partitions at staffed kiosks and on transit vehicles to the extent practicable.
- Close communal spaces, such as break rooms, if possible; otherwise, stagger use and clean and disinfect in between uses.

### ○ Phase 3

- Consider or continue instituting measures to physically separate or create distance between occupants.
- Provide physical guides to help customers maintain physical distance while on vehicles and at transit stations and stops. For example, floor decals, colored tape, or signs to indicate where passengers should not sit or stand can be used to guide passengers.
- Install or maintain physical barriers, such as sneeze guards and partitions at staffed kiosks and on transit vehicles to the extent practicable.

## Train employees (Phases 1-3)

- Train all employees in the above safety actions while maintaining social distancing during training.

## Monitoring and Preparing

### Checking for signs and symptoms (Phases 1-3)

- Consider conducting daily health checks (e.g., temperature screening) of all employees.
- If implementing health checks, conduct them safely and respectfully and in accordance with any applicable privacy laws and regulations. Confidentiality should be respected. Employers may use examples of screening methods in CDC's General Business FAQs as a guide.
- Encourage staff who are sick to stay at home.

### Plan for when an employee becomes sick (Phases 1-3)

- Employees with symptoms of COVID-19 (fever, cough, or shortness of breath) at work should immediately be sent home.
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.
- Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility.
- Notify local health officials, staff, and customers (if possible) immediately of any possible case of COVID-19 while maintaining confidentiality as required by the ADA.
- Close off areas used by a sick person and do not use until after cleaning and disinfection. Wait 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children. Affected vehicles can be used immediately after cleaning and disinfection.
- Advise sick staff members not to return until they have met CDC's criteria to discontinue home isolation.
- Implement safety practices for critical infrastructure workers who may have had exposure to a person with suspected or confirmed COVID-19.

## Maintain healthy operations (Phases 1-3)

- Implement flexible sick leave and other flexible policies and practices, if feasible.

- Monitor absenteeism of employees and create a roster of trained back-up staff.
- Designate a staff person to be responsible for responding to COVID-19 concerns. Employees and customers should know who this person is and how to contact them.
- Create and test communication systems for employees and customers for self-reporting of symptoms and notification of exposures and closures.

## **Reducing Service**

### **Phases 1-3**

- Check State and local health department notices daily about transmission level and mitigation level in the local area and adjust operations accordingly.
- Be prepared to reduce services if the community mitigation level increases in the local area.
- Continue communication with staff and the public about decision making.



## 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.

# TENTATIVE\* 2020 Legislative Session

Sun	Mon	Tues	Wed	Thur	Fri	Sat
<b>January</b>						
			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
<b>February</b>						
						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
<b>March</b>						
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
<b>April</b>						
			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 106<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> 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

106<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> 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](http://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](http://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

106<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> 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

106<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> 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](mailto:ccoash@NASBonline.org)

Matt Belka - Director of Marketing, Communications & Advocacy - [mbelka@NASBonline.org](mailto:mbelka@NASBonline.org)

John Spatz - Executive Director - [jspatz@NASBonline.org](mailto:jspatz@NASBonline.org)

Vicki Walter-Winters - Legal Administrative Assistant - [vwinters@NASBonline.org](mailto:vwinters@NASBonline.org)

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NASB Twitter: [www.twitter.com/NASBonline](https://www.twitter.com/NASBonline)

NASB Facebook: [www.facebook.com/NASBonline](https://www.facebook.com/NASBonline)

NASB Videos: [www.vimeo.com/NASBonline](https://www.vimeo.com/NASBonline)

Key Hashtags: #liveNASB #neleg

Nebraska Legislature: [www.nebraskalegislature.gov](http://www.nebraskalegislature.gov)

Senators Web Pages: [www.nebraskalegislature.gov/senators](http://www.nebraskalegislature.gov/senators)

National School Board Association Advocacy: [www.nsba.org/advocacy](http://www.nsba.org/advocacy)

# YOUR NASB LEGISLATION COMMITTEE

106<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> 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



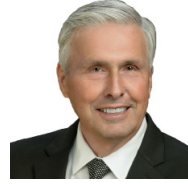
Member 12  
Ryne Seaman  
Seward



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

106<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> 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



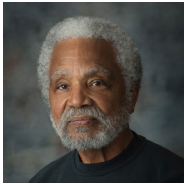
Sen. Megan Hunt  
District 8  
Omaha



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

106<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> 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

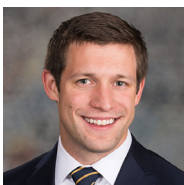


Sen. Dan Hughes  
District 44  
Venango

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

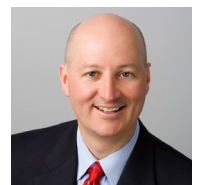


Sen. John Stinner  
District 48  
Gering

Former School Board Member



Sen. Andrew La Grone  
District 49  
Gretna



Gov. Pete Ricketts

# MARK YOUR CALENDARS

## 106<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> 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

## 106<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> 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

106<sup>TH</sup> LEGISLATURE, 2<sup>ND</sup> 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

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## 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)

## CURRICULUM & INSTRUCTION

### 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)

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## 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,

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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)

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## 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)

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## 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: 21<sup>ST</sup> CENTURY SKILLS

NASB urges state and local policymakers to forge a new working relationship in redesigning Nebraska's public education system for the 21<sup>st</sup> 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;

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- 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*

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

## 2020 NEBRASKA UNICAMERAL LEGISLATURE

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

As of 1/1/2020

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

## NASB Monthly Update for Board Meetings - Agenda Item: MAY 2020

### “NASB Update”

As a board, some items you would usually be focused on during May include:

- Monitor progress of district goals, link goals to discussion and action items
- Strategic Plan Progress Report
- State Aid Certification and Distribution (May 1, 2020/LB 79-1022)
- Board/Administrators Budget Work Session
- Review board adopted student conduct policies and protocols (79-262) and review administrative procedures and responsibility for reporting to law enforcement (79-293)
- COVID-19 Update
  - Ratify decisions/action of the Superintendent under the Emergency Authority Resolution
  - Review District Continuity Plan
  - Review Rule 10 Affidavit
- Superintendent update from NDE regarding AQuESTT EBA/Classification for 2020-21 school year

### COVID-19 LINKS

Remember, NASB’s COVID-19 resource page is regularly updated at [www.NASBOnline.org](http://www.NASBOnline.org) ... Items include:

- A letter from Commissioner Blomstedt to sbm’s
- Executive Order: Coronavirus - Educational Assessment Waivers
- Resources on Public Meetings During COVID-19
- Topics, Discussion Points & Questions Boards Should Be Asking Their Superintendent
- YouTube Videos with NASB Region Director Dr. Bob Rauner & Dr. Josue Gutierrez in English & Spanish
- A SafeSchools Update and Workers Comp Q&A from ALICAP
- A Policy Update During COVID-19
- The Federal Families First Coronavirus Response Act
- NDE Resources ... including Graduation Requirements, Continuity of Learning, etc.
- Using Gallup Strengths During Coronavirus
- Mental Wellness - Tips for Families during COVID-19
- School Leaders Risk Management Association Checklist for Boards -- NPERS Information -- EHA Links & Updates -- Legal Resources -- NSAA Statement -- And more ...

### Networking, Events & Weekly Call Info:

- <http://members.nasbonline.org/index.php/events>
- *NASB will not be conducting our June events. Look for more information on all in the coming weeks.*

- **NASB has hosted networking calls amongst school board members throughout March and April, and plan to continue these in May. We appreciate those of you have been able to participate. Check your email for Region specific times and login/call information, or contact Matt Belka for access.**

**Advocacy/2020 Legislative Session:**

The 2020 legislative session is currently adjourned until the speaker calls. We are on Day 44 of 60. Session will remain adjourned until the situation has stabilized, and the Speaker of the Legislature deems it safe to reconvene. During this pause in the legislative session, senators and their offices continue their work.

A priority for the reconvening session will be budget adjustments and bills that deal with the pandemic. Most other bills will likely be tabled. LB 1106, formerly LB 974, (the education funding reform/property tax bill) is still a priority for Sens. Linehan and the Revenue committee. LB 1106, formerly LB 974, (the education funding reform/property tax bill) is still a priority for Sens. Linehan and the Revenue committee. We have shared our concerns with the committee.

Stay engaged during the Session and follow along with the bills NASB is tracking at: <https://nasb.envisiams.com/legislative-bills> and through NASB's **Legislative Notes** e-updates.

Follow NASB on twitter at [www.twitter.com/NASBOnline](http://www.twitter.com/NASBOnline) using the hashtag #liveNASB and on facebook at [www.facebook.com/NASBOnline](http://www.facebook.com/NASBOnline)

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the **Board Notes newsletter** for "This Month In ...". To access the latest newsletter, click here:

<http://members.nasbonline.org/index.php/news-resources/board-notes>





<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.

THANKS FOR ALL YOU DO FOR YOUR BOARD, YOUR COMMUNITY AND THE ENTIRE STATE BY SERVING PUBLIC EDUCATION IN NEBRASKA.  
NOW MORE THAN EVER, WE ARE SEEING THE IMPORTANCE IN SCHOOL BOARDS STEPPING UP AS LEADERS OF THEIR COMMUNITIES!

Access NASB's Covid-19 Resources page at <http://members.nasbonline.org/index.php/news-resources/covid-19-resources>

## MAY

### NASB NETWORKING CALLS FOR SCHOOL BOARD MEMBERS ... CHECK YOUR EMAIL

NETWORK, SHARE, AND LEARN AS WE GIVE YOU ALL THE OPPORTUNITY TO TALK AMONGST PEERS, SHARE BEST PRACTICES, AND GET SOME QUESTIONS ANSWERED ON WHAT ALL IS GOING ON DISTRICT TO DISTRICT. DISCUSSION TOPICS INCLUDE: CARES DOLLARS; TAKEAWAYS +/- FROM THE LAST FEW MONTHS; PARENT SATISFACTION SURVEY; RETURNING DEVICES; THE 2020-21 SCHOOL YEAR; ETC.  
CHECK YOUR INBOX FOR TIMES AND LOGIN INFORMATION TO BE SENT LATER THIS WEEK.

## JUNE

IN ANTICIPATION OF CONTINUED LIMITS ON THE NUMBER OF ATTENDEES AT AN EVENT, WE HAVE CANCELLED OUR LEARNING EVENTS FOR JUNE. WE ARE EXCITED TO SHARE THAT AS OF NOW THE NASB GOLF OUTING HAS BEEN POSTPONED TO JULY. START THINKING ABOUT TAKING ADVANTAGE OF AN OPPORTUNITY TO ENJOY A DAY ON THE COURSE WITH FELLOW SCHOOL LEADERS!

## JULY

CALL FOR LEGISLATIVE PROPOSALS | DUE JULY 1

NEW  
DATE  
TBA!

ANNUAL NASB MEMBER GOLF OUTING | JULY | KEARNEY COUNTRY CLUB

NASB LEGISLATION COMMITTEE MEETING | JULY 18

NASB ORIENTATION | JULY 22 | LINCOLN

NASB CANDIDATE WEBINAR #1 | JULY 27

NASB AREA MEMBERSHIP MEETINGS | AUGUST & SEPTEMBER

YORK - VALENTINE - GERING - NORTH PLATTE - NEBRASKA CITY - NORFOLK - LA VISTA - FREMONT - KEARNEY

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

## 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		
All Student Counts Are Actual SIMS Enrollment Figures																		
BLUM	2	26	2	42	3	51	3	49	3	50	3	52	2	45	2	51	21	340
KW	2	22	1	23	1.5	26	1.5	23	1.5	31	1.5	28	1.5	30	1.5	19	10	180
MEAD	2	36	2	46	2	41	2	46	2	41	2	37	2	50	2	41	14	302
MOCK	1	20	3	47	2	55	3	53	2	49	3	49	2	50	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	33	2	46	2	48	2	37	14	278
Totals By Gr	10	159	12	234	12	244	13	236	12	238	13	245	11	254	11	238	87	1689
*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				
RMS		245		222									0	467				
RHS						242		249		256		170	0	917				
Totals	Staff	*Stud	Ratio		*Stud 18-19	Change for 19-20												
BLUM	23	366	16/1		390	-24						*Includes PS						
KW	12	202	17/1		194	8												
MEAD	16	338	21/1		344	-6												
MOCK	18	374	21/1		383	-9												
SEY	12	253	21/1		247	6												
WW	16	315	20/1		287	28												
Totals	97	1848	19/1		1845	3												
RMS	36	467	13/1		453	14												
RHS	70	917	13/1		1039	-122												
Sec. Total	106	1384	13/1		1492	-108								May 7 2020				
Dist. Total	203	3232	16/1		3337	-105								10:15 AM				

NEGOTIATED AGREEMENT

For the 2020-21 School Year

SIGN LANGUAGE INTERPRETERS OF THE  
RALSTON EDUCATION ASSOCIATION

And

RALSTON BOARD OF EDUCATION

## AGREEMENT

This contract for the 2020-21 academic year is entered into by the Board of Education of the School District of Ralston, hereinafter referred to as the Board, and the Sign Language Interpreters of the Ralston Education Association, hereinafter called the Bargaining Unit.

### I. RECOGNITION

During the life of this contract, the Board hereby recognizes the Bargaining Unit as the exclusive bargaining agent for all employees of the district who are employed on a Sign Language Interpreter's contract. The Board recognizes the Bargaining Unit as the exclusive and sole collective bargaining agent for all Sign Language Interpreters (SLI's) employed by the District.

Sign Language Interpreter shall mean an individual who has passed the EIPA written test and attained one of the competency skill levels as measured by the following assessments:

#### (A) Written competency

1. Educational Interpreter Performance Assessment (EIPA) written test.
  - a. MANDATORY of all new hires regardless of skill certification.
  - b. Exceptions: Interpreters meeting Rule 51 Performance levels and documented professional development (PD) hour requirements as set by NDE. Anyone failing to meet PD requirements will be required to take the written EIPA and retest the performance EIPA tests to ensure employment.

AND

#### (B) Skill competency

1. Educational Interpreter Performance Assessment (EIPA).
  - a. Competency level 4.0, or
  - b. Interpreters who meet Rule 51 requirements as set by NDE (see exceptions above)
2. Registry of Interpreters of the Deaf Certification (RID)/National Interpreters Certificate (NIC).
3. National Association of the Deaf (NAD). Competency level 4.0.
4. Quality Assurance Screening Test (QAST). Competency level 4.0

### II. COMPENSATION

#### (A) Salary Schedule and Base Salary:

The Board agrees to pay Sign Language Interpreters who are members of the Bargaining Unit according to the salary schedule (Appendix A). Interpreters who meet Rule 51

requirements as set by NDE with a minimum EIPA competency level of 3.5 shall be paid according to the salary schedule listed in Appendix B.

(B) Initial Placement:

Newly hired Sign Language Interpreters shall be credited with all previous sign language interpreter experience in schools whose standards are the same as those of the Suburban Schools Program. He/She will be placed on the salary step schedule according to his/her years of experience as a certified Sign Language Interpreter and education level achieved. 140 days on duty during the regular school year and not less than six hours per day shall be counted as a creditable school year.

(C) Vertical Advancement:

Vertical advancement will accrue with the completion of each creditable school year worked.

(D) Longevity

Years of Service to the Ralston School District will accrue from initial hire date. Longevity compensation will be paid to Sign Language Interpreters with consecutive years of service to the district. As of Sept. 1, 2015, SLI's in their 6th, 11th, 16th, 21st, and 26th year of employment will receive an additional 25 cents per hour above their established hourly wage. Longevity compensation remains in effect each year until the next plateau is reached.

(E) Horizontal Advancement:

1. Salary credit will be given to Sign Language Interpreters as they move across the Salary Schedule due to increased education level, and/or increased EIPA score. (See Appendix A and B).
2. Any change in education or certification tests that will impact a sign language interpreter's compensation must be completed no later than September 1<sup>st</sup> of the salaried year. All testing after September 1<sup>st</sup> will not be honored until the beginning of the next school year.
3. Any change in education or certification levels must be authenticated through HR before November 1<sup>st</sup> of the salaried year. All changes after November 1<sup>st</sup> will not be honored until the beginning of the next school year.
4. Any change to a Sign Language Interpreter's compensation due to horizontal advancement shall be credited on December 1<sup>st</sup>, and movement on the salary scheduled shall take place accordingly. Payment is retroactive to September 1<sup>st</sup>.

(F) Part-Time/Job-Sharing:

Part-time and job-sharing employees will receive prorated salary and benefits at the same fraction as their employment. The employee shall have the option to pay for the additional coverage not provided. Salary advancement shall be credited at the rate of one year of experience for each year of .5 FTE or greater.

(G) Duty Hours/Days:

The full time SLI workday may begin and end at different times from school to school and will be paid for a minimum of 7.5 hours per day and 180 days per school year. If an SLI is unable to complete his/her 180 days of service to the district, the district may employ a qualified individual to serve for less than 180 days, subject to the terms of this agreement. The standard workday may be prorated based on the needs of the students served. Thirty (30) minutes of this time shall be a paid, duty-free lunch.

Interpreters shall also be granted two paid holidays (Fringe Benefits, Section G) for a total of 182 paid days.

In the event the district in which a SLI is assigned (Ralston or another district) reduces the number of student days and the interpreter is not able to make up the days, the SLI will not be docked for unworked hours/days

(H) Over Time:

Covered SLI 's will be compensated at the rate of one and one half times their regular hourly rate for any time over forty (40) hours worked in anyone week. Paid sick leave and paid personal leave will be considered as hours worked. A duty free lunch (30 minutes) will not be considered as hours worked.

(I) Minimum Compensation:

Compensation for a minimum of two (2) hours at the appropriate pay scale will be paid to any Sign Language Interpreter who reports for duty at any time other than the regularly scheduled time unless the time scheduled for work starts 15 minutes or less before or after the regular school day and the time worked is two (2) hours or less in duration. Payment for time beyond two (2) hours shall be calculated based on the employee's timecard.

(J) District Closure:

In the event the building in which the SLI works closes due to snow or other emergency, the days/hours will be rescheduled unless the district decides not to reschedule, or other unforeseeable situations arise that are out of the interpreters control, the SLI will not be

docked. Whenever possible, the district shall provide professional development activities for SLIs on days that are rescheduled due to snow or other emergencies.

(K) Leave of Absence:

SLIs may submit to the human resource office a written request for a one-year leave of absence from the Ralston Public Schools. The leave of absence must coincide with the district's academic calendar, and must be approved by the Superintendent. During the leave of absence, the employee will not earn a salary, nor will he or she be eligible for any benefits. Likewise, the employee will not be credited with a year of service for longevity purposes, nor will he/she be advanced on the salary schedule. A leave of absence shall not, however, constitute a break in service to the district.

Upon the employee's return to the district, he or she will return to his or her place on the district salary schedule and shall be credited with any unused benefits prior to his or her absence from the district.

(L) Separation:

Any SLI who voluntarily leaves the district may return within six months from their last day of employment provided the district has a vacancy for a sign language interpreter. SLIs who return to the district within six months will be reinstated with a salary and benefits package including longevity (years of service) at the same level he or she had prior to the break in service.

Any SLI wishing to return to the district after 6 months from their last day of employment shall forfeit all salary and benefits (including longevity) provided by the district prior to his/her break in service.

(M) Professional Development:

All SLIs are expected to meet the professional development requirements established by the Nebraska Department of Education, Rule 51. If necessary, SLIs may be asked to provide documentation of their professional development activities.

### III. INSURANCE BENEFITS

(A) Term Life Insurance:

The Board will provide and pay for a \$20,000 group term life insurance policy for each employee under the age of 70 years old. At age 70 the life insurance benefit will reduce to \$13,000 and at age 75, the benefit reduces to \$10,000. A SLI shall be permitted to purchase

additional term insurance at his or her own expense as may be permitted by the terms of the insurance policy.

(B) Disability Income Insurance:

SLI's will pay premiums as a payroll deduction for participation in the group long-term disability program. The Board of Education will increase each SLI's compensation by an amount equal to the premium for disability insurance. SLI's will receive 66 2/3 percent short and long-term disability insurance coverage based on the employee's daily salary.

(C) Health and Accident Insurance:

The Board shall provide single health and accident insurance for each SLI; provided, however, that the Board reserves the right to select a different carrier than Educators Health Alliance (EHA), provided only that the coverage and benefits are comparable to those provided in said EHA and could only change at the beginning of a new contract year.

1. The board will provide each eligible SLI with EHA \$1,050 Deductible PPO Group Health coverage, including individual PPO dental insurance coverage (100% A, 75% B with 50% C coverage) SLI's must work six (6) hours or more per day to be considered eligible. SLI's will pay 4% per month of the monthly premium. New SLI's are not covered by Health Insurance until September.
2. If hired after the start of the school year, coverage begins on the first day of the month following employment.
3. If the SLI works less than six (6) hours, he/she will pay a prorated portion of the premium.
4. A qualifying SLI may elect to receive \$2,750 in lieu of individual coverage through the district PayFlex plan. The amount of the payment will be prorated for a part-time SLI who elects this option. Any qualifying SLI who elects to receive such payments in lieu of health insurance coverage will sign a waiver of insurance that will be placed in the SLI's file.
5. SLI's have the option to purchase additional dental insurance at the employee's expense.
6. The board will be responsible for the processing of all health and accident insurance premiums and contributions to PayFlex accounts in such a manner that will not create a tax liability for SLI's.

#### IV. FRINGE BENEFITS

(A) Eye Examination:

The Board shall reimburse SLI's for the out of pocket cost of a comprehensive eye care exam or corrective lens' and frames beginning in the second year and every year thereafter of continuous employment up to a maximum amount of \$50.00 per examination.

(B) Hearing Exam:

The Board shall reimburse SLI's for the out of pocket cost of a hearing exam beginning in the second year and every year thereafter of continuous employment up to a maximum amount of \$50.00 per examination.

(C) Sick Leave:

Sick leave shall be awarded at the hourly equivalent of 7.5 hours per day, prorated to the SLI's FTE status. Each SLI will be awarded 10 days of paid sick leave per year (75 hours), which may be accumulated up to a total of 90 days (675 hours). After three consecutive days of absence due to an illness, the School District administration may require that the SLI submit a physician's written certification attesting to the SLI's sickness or disability. An SLI may take accumulated sick leave to care for the SLI's sick spouse, child (including stepchild), parent, mother-in-law, father-in-law or a person who resides in the SLI's home for whom the SLI is legally responsible (e.g. a foster child or a foreign exchange student.)

(D) Sick Leave Payments to a SLI Receiving Workers Compensation:

When a SLI who is unable to work because of a work-related injury receives Workers Compensation payments, the District shall pay the portion of the SLI's salary not covered by workers compensation until the employee has exhausted his or her sick leave. The SLI's sick leave will be reduced by the proportion of the SLI's salary paid by the district while the employee is on worker's compensation. Once an SLI begins to receive Worker's Compensation benefits, accumulation of sick leave, vacation time and personal leave all cease until the employee returns to work.

(E) Unused Sick Leave

Upon leaving the district, each SLI shall be paid 45 percent of his or her daily rate (less taxes and other required withholdings) up to a limit of 90 days (675 hours) for unused sick leave. A SLI will be eligible for this program after he/she has completed eight (8) consecutive, full years of employment. Part-time SLI's will be reimbursed at the average percentage rate of their employment.

(F) Personal Leave:

SLI's are eligible for 2 days (15 hours) of personal leave (personal business that cannot be scheduled outside of work time) also accrued by standard hours worked and may be used by the hour. SLI's are eligible to carry one personal day forward to the next year. At no time, may an SLI accumulate more than three days of personal leave during one contract year.

(G) Holidays:

SLIs shall be granted a total of two paid holidays while employed by the district. The two paid holidays shall be Christmas and New Years Day.

(H) Bereavement Leave:

A SLI shall have paid leave for bereavement up to seven (7) days in the event of each death of the employee's spouse, child, stepchild, parent or stepparent. In the event of the death of one of the previously mentioned individuals, the seven (7) days of bereavement need not be taken consecutively. Up to five (5) days shall be granted in the event of each death of the employee's sister, brother, mother-in-law, father-in-law or grandchild: three (3) days in the event of each death of the employee's grandparent, grandparent-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, niece, nephew, or a person who resides in the employee's household for whose care the employee is legally responsible; one (1) day in the event of each death of the employee's aunt, uncle, or cousin. SLI's shall have one (1) day of paid leave (total) per contract year for persons not named above.

(I) Judicial Leave:

A SLI will have paid leave when subpoenaed to testify in a court proceeding under the following conditions:

1. The SLI is under compulsion of subpoena and the SLI is not a party to the proceeding;
2. The paid leave is limited to the time that the SLI is under compulsion of subpoena to remain at the proceeding (the SLI must return to work as soon as practicable upon being released from the subpoena); and
3. Any pay received less parking and allowance for lunch, shall be reimbursed to the district.

(J) Association Leave:

The SLI's fall within the Ralston Education Association, Association leave contract language.

(K) Payroll Deduction:

The Board will provide payroll deduction of dependent life insurance premiums, short and long-term disability premiums, and for other purposes agreed upon by the employee and the District in writing. In addition, the Board reserves the right to perform payroll deductions that are court-ordered, regardless of approval by the employee.

(L) Grievance Procedure:

**Definition:** A grievance is an allegation by an SLI, group of SLI's or the Bargaining Unit that there has been a violation of an expressed provision of this contract, and/or of Ralston Board of Education Policies. The purpose of the grievance procedure shall be to secure, at the most immediate level, a solution to a problem regarding the interpretation of the negotiated contract or BOE policy, in order to ensure fair and equitable treatment of SLI's.

**Bargaining Unit Representation:** A grievant has the right to have a SLI representative at each level of the grievance procedure. If a grievant chooses not to involve a Bargaining Unit representative, the Bargaining Unit may have a representative present at any meetings, appeals or other proceedings relating to a grievance which has been formally presented.

**Withdrawal of a Grievance:** A grievant may withdraw his or her grievance at any level of the procedure without fear of reprisal from any party. The Bargaining Unit may assume the grievance at the point it is discontinued by the individual.

**Written Presentation:** All grievances shall set forth in writing the facts giving rise to the grievance, the provision(s) of the contract alleged to have been violated, the name(s) of the grievant(s), and the remedy sought by the grievant(s). All grievances shall be signed and dated by the aggrieved SLI at each step of the grievance procedure. If a grievant withdraws the grievance and the Bargaining Unit pursues the grievance, a Bargaining Unit representative shall sign and date the grievance. All written answers submitted by the District shall be signed and dated by the appropriate District representative. The Bargaining Unit shall be notified in writing of any settlement. A settlement shall not be inconsistent with the terms of the negotiated contract or Board policy.

**Grievance Meetings:** All meetings conducted under this procedure in Steps 1 and 2 shall be limited to the parties (and their respective representatives) involved in the grievance.

**Reprisals:** No reprisals of any kind shall be taken against any SLI who utilizes this grievance procedure.

**Informal Resolution:** A SLI and the SLI's supervisor should try to resolve problems through free and informal communication. Nothing herein shall be construed as limiting the right of any SLI to discuss his or her grievance informally with his or her immediate supervisor and to have the grievance resolved informally.

**Step 1 - Written Grievance to the Principal/Supervisor.** Generally a grievance will be filed with the grievant's immediate supervisor. However, the grievance shall be filed initially at the level at which the grieved action or event occurred. The grievant shall present the grievance to his or her principal/supervisor in writing within ten (10) contract days from the date that the grievant knew or should have known of the incident giving rise to the grievance. A meeting between the principal/supervisor and grievant shall be held within seven (7) contract days of receipt of the written grievance. The principal/supervisor shall

submit his or her determination in writing to the grievant within seven (7) contract days of the meeting.

Step 2 - Written Appeal to the Superintendent. If the determination of the principal/supervisor is not satisfactory to the grievant, the grievant or the Bargaining Unit may appeal it to the Superintendent. Said appeal shall be presented, in writing, to the office of the Superintendent within seven (7) contract days of receipt of the supervisor's determination. The Superintendent shall hold a meeting within seven (7) contract days of receiving the written appeal. The Superintendent or a designated representative shall make a written determination regarding the grievance within seven (7) contract days of the date of the meeting.

Step 3 - Appeal to the Board of Education. If the determination of the Superintendent is not satisfactory to the grievant, the grievant or the Bargaining Unit may appeal it to the Board within seven (7) contract days of receipt of the Superintendent's decision. The Board shall hear the grievance within thirty (30) days in open or closed session in accordance with the law . The Board shall issue a written decision to the grievant and Bargaining Unit within seven (7) contract days of the hearing.

Time Limitations: The time limitations are of the essence of the grievance procedure. If, at any time during the grievance process, it is discovered that the grievance was not filed or appealed in a timely manner, the grievance shall be dismissed. If the grievance is not appealed to step 2 in a timely manner, it shall be deemed to have been settled in accordance with the District's step 1 determination. If the grievance is not appealed to step 3 in a timely manner, it shall be deemed to have been settled in accordance with the District's step 2 determination. If the District fails to answer within the time limits set forth in this contract, the grievance shall automatically proceed to the next step.

## V. MISCELLANEOUS

### (A) Payment of Changed Compensation:

Payment of the increased compensation and fringe benefits premiums will become effective September 1st.

### (B) Duration of Agreement:

This contract shall continue in effect until a successor contract is adopted. Vertical and horizontal placement and health insurance shall remain in effect until a successor contract is reached. At such time as a successor contract is reached, salary schedule placement, salary adjustments and all other terms of the successor contract shall be retroactive to the beginning of the contract year covered by the successor contract.

(C) Severability:

In the event that any provision of this contract, or any party hereof, is for any reason found by a court of competent jurisdiction to be in violation of State or Federal Constitutions, statutes or regulations, or otherwise unenforceable, the remainder of this contract, and each other provision or party thereof, shall remain in full force and effect.

(D) Totality of Agreement and Management Rights:


The parties acknowledge that this contract represents all of the understandings and agreements arrived at through collective bargaining; and that it shall constitute the entire agreement between the parties for the life of the contract. Nothing herein shall preclude the parties from mutually agreeing to alter, amend, supplement, delete, enlarge or modify any of the provisions of this contract.

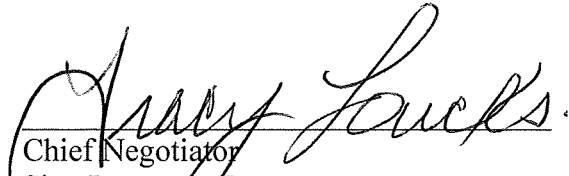
WITNESS our hands this \_\_\_\_ day of \_\_\_\_\_ 2020.

BOARD OF EDUCATION

SIGN LANGUAGE INTERPRETERS

\_\_\_\_\_  
President  
Ralston Board of Education

  
\_\_\_\_\_  
Representative  
Sign Language Interpreters –  
Ralston Education Association

  
\_\_\_\_\_  
Chief Negotiator  
Sign Language Interpreters -  
Ralston Education Association

## Appendix A

Step	Non Cert.	4.0-4.49	4.0-4.49+AS	4.0-4.49+BS	4.5-5.0	4.5-5.0+AS	4.5-5.0+BS
1	\$19.04	\$20.09	\$20.09	\$20.09	\$20.65	\$20.65	\$20.65
2		\$20.65	\$20.65	\$20.65	\$21.23	\$21.23	\$21.23
3		\$21.23	\$21.23	\$21.23	\$21.82	\$21.82	\$21.82
4		\$21.82	\$21.82	\$21.82	\$22.44	\$22.44	\$22.44
5		\$22.44	\$22.44	\$22.44	\$23.07	\$23.07	\$23.07
6		\$23.07	\$23.07	\$23.07	\$23.72	\$23.72	\$23.72
7		\$23.72	\$23.72	\$23.72	\$24.39	\$24.39	\$24.39
8		\$24.39	\$24.39	\$24.39	\$25.08	\$25.08	\$25.08
9		\$25.08	\$25.08	\$25.08	\$25.79	\$25.79	\$25.79
10		\$25.79	\$25.79	\$25.79	\$26.52	\$26.52	\$26.52
11		\$26.52	\$26.52	\$26.52	\$27.27	\$27.27	\$27.27
12		\$27.27	\$27.27	\$27.27	\$28.05	\$28.05	\$28.05
13		\$28.05	\$28.05	\$28.05	\$28.85	\$28.85	\$28.85
14		\$28.85	\$28.85	\$28.85	\$29.67	\$29.67	\$29.67
15			\$29.67	\$29.67	\$30.52	\$30.52	\$30.52
16			\$30.52	\$30.52		\$31.39	\$31.39
17				\$31.39		\$32.28	\$32.28
18				\$32.28			\$33.21
19							\$34.16

## Appendix B

**(Pre 2016 certification)**

Step	3.5-3.99	3.5-3.99+AS	3.5-3.99+BS	4.0-4.49	4.0-4.49+AS	4.0-4.49+BS	4.5-5.0	4.5-5.0+AS	4.5-5.0+BS
1	\$19.54	\$19.54	\$19.54	\$20.09	\$20.09	\$20.09	\$20.65	\$20.65	\$20.65
2	\$20.09	\$20.09	\$20.09	\$20.65	\$20.65	\$20.65	\$21.23	\$21.23	\$21.23
3	\$20.65	\$20.65	\$20.65	\$21.23	\$21.23	\$21.23	\$21.82	\$21.82	\$21.82
4	\$21.23	\$21.23	\$21.23	\$21.82	\$21.82	\$21.82	\$22.44	\$22.44	\$22.44
5	\$21.82	\$21.82	\$21.82	\$22.44	\$22.44	\$22.44	\$23.07	\$23.07	\$23.07
6	\$22.44	\$22.44	\$22.44	\$23.07	\$23.07	\$23.07	\$23.72	\$23.72	\$23.72
7	\$23.07	\$23.07	\$23.07	\$23.72	\$23.72	\$23.72	\$24.39	\$24.39	\$24.39
8	\$23.72	\$23.72	\$23.72	\$24.39	\$24.39	\$24.39	\$25.08	\$25.08	\$25.08
9	\$24.39	\$24.39	\$24.39	\$25.08	\$25.08	\$25.08	\$25.79	\$25.79	\$25.79
10	\$25.08	\$25.08	\$25.08	\$25.79	\$25.79	\$25.79	\$26.52	\$26.52	\$26.52
11	\$25.79	\$25.79	\$25.79	\$26.52	\$26.52	\$26.52	\$27.27	\$27.27	\$27.27
12	\$26.52	\$26.52	\$26.52	\$27.27	\$27.27	\$27.27	\$28.05	\$28.05	\$28.05
13	\$27.27	\$27.27	\$27.27	\$28.05	\$28.05	\$28.05	\$28.85	\$28.85	\$28.85
14		\$28.05	\$28.05	\$28.85	\$28.85	\$28.85	\$29.67	\$29.67	\$29.67
15		\$28.85	\$28.85		\$29.67	\$29.67	\$30.52	\$30.52	\$30.52
16			\$29.67		\$30.52	\$30.52		\$31.39	\$31.39
17			\$30.52			\$31.39		\$32.28	\$32.28
18						\$32.28			\$33.21
19									\$34.16



Sterling Computers Corporation  
 PO Box 1995  
 303 Centennial Dr  
 North Sioux City, SD 57049  
 (605) 242-4000

**INVOICE**

FED ID: **95-4634907** | DUNS: **938836541**

**Invoice Number** 0072869  
**Invoice Date** 04/30/2020  
**Invoice Due Date** 05/30/2020

**Order Number** SO-0069280  
**Order Date** 04/28/2020  
**Salesperson** Angie Sexton

**Sold To**  
 Ralston Public Schools  
 8545 Park Drive  
 Ralston, NE 68127-3690

**Ship To**  
 Ralston Public Schools  
 8545 Park Drive  
 Ralston, NE 68127-3690

Customer P.O.	FOB	Terms	RFQ ID Number	Requisition Number	Government Contract
20000242	Destination	Net 30		IT200024	Open Market

CLIN	Shipped	Part Number	Description	Unit Price	Amount
1	632	7CZ98UT#ABA	HP Chromebook 14A G5 14" Chromebook - 1366 x 768 - A-Series A4-9120C - 4 GB RAM - 32 GB Flash Memory	\$237.14	\$149,872.48
	150	CROSSWDISEDU	Google Chrome OS Management Console	\$25.00	\$3,750.00
				<b>Net Order</b>	<b>\$153,622.48</b>
				<b>Sales Tax</b>	
				<b>TOTAL</b>	<b>\$153,622.48</b>

Please Remit To:  
**Sterling Computers**  
 PO Box 310359  
 Des Moines, IA 50331-0359  
 Routing: 104000058 Acct: 2426483182

Sterling is considered a small business and as such falls under the Prompt Pay FAR clause. We would greatly appreciate your assistance in processing our invoice for payment within 15 days, in compliance with this FAR clause. Please see the following link for more information related to this clause:

<https://www.whitehouse.gov/sites/default/files/omb/memoranda/2012/m-12-16.pdf>



Sterling Computers Corporation  
PO Box 1995  
303 Centennial Dr  
North Sioux City, SD 57049

## TRACKING REPORT

Line No.	Qty Shipped	Part Number/ Description	Status	Delivery Agent	Tracking Number(s)	Complete Delivery Date	Notes	Period of Performance/ Contract/Licensing No.	
1	632.0	<b>7CZ98UT#ABA</b> <i>HP Chromebook 14A G5 14" Chromebook - 1366 x 768 - A-Series A4-9120C - 4 GB RAM - 32 GB Flash Memory</i>	Shipped	FedEx	5077768990		EDD 4/30	<b>Start Date</b>	<b>End Date</b>
								<b>Contract Number</b>	
	150.0	<b>CROSSWDISEDU</b> <i>Google Chrome OS Management Console</i>	Booked	Virtual				<b>Start Date</b>	<b>End Date</b>
								<b>Contract Number</b>	



## **1:1 District Technology Initiative**

For many years Ralston Public Schools has desired to have a one student one technology device learning environment. After discussion with the Board of Education, plans are in progress to develop and implement a 1:1 District Technology Initiative.

There are many benefits to this 1:1 Technology Initiative. At the top of the list, the District believes is the increased equitable teaching and learning opportunities for students through a blended learning approach. District Officials and the Board of Education are developing further details to support progress on this initiative and more information will be provided in the future.

### **The comprehensive initiative will include:**

- Technology Acquisition (Devices for students)
- Infrastructure Enhancement (Safe, fast, and reliable internet connectivity)
- Professional Development for Staff (training to utilize technology in the best way to enhance learning)
- Policy Implementation (guidelines and expectations of staff and students)
- Identification of Digital Resources and Software (every device has the proper tools)
- Availability of Internet Connectivity (identify how many students have or will need this at home)

### **How will this plan be rolled out?**

**Step 1** = Issue every Ralston High School student a technology device to start the 2020-2021 school year. (Fall 2020-2021)

**Steps 2 and 3** = Further expansion will provide additional technology resources to Ralston Middle School and possibly Ralston elementary schools in future years.



# 1:1 Considerations, Planning, and Implementation

## 1. Purchase of Machines

- We currently have over 500 machines in our high school for student use, we plan on purchasing an additional 550 to allow each RHS student the ability to have their own appropriate device. For most students, this would be a Chromebook, some students may have different devices based upon their learning needs.
- CARES funding has made our ability to make these purchases possible. We are awaiting greater detail on the timing of accessibility to the federal funds, however we have moved forward with our current tech purchase for RMS, MEA and WW
- In addition to purchase, we have the additional machines placed on reserve with our vendor. We can convert from reserve to purchase within a short time frame.
- Potential of movement of machines across the district, limited need for computer labs at RHS
- Procedure for replacement of machines (Sustainability)
- Plan to eventually expand to 7-12 in the near future

## 2. **Training of Staff**

### Staff Capacity Building

- Expectations for technology use and care
- Understanding of technology related procedures
- Basic technology troubleshooting
- Developing and managing a positive virtual classroom environment
- Structure for Teaching & Learning
- Tools and resources for...
  - Video Conferencing
  - Material Management
  - New Content Delivery
  - Practice & Review
  - Research & Exploration
  - Discussion
  - Assessment

### Student Capacity Building

- Expectations for technology use and care
- Understanding of technology related procedures
- Basic technology troubleshooting



- Staying organized in virtual classrooms
- Tools and resources for learning

### **Structure Development**

- Remote learning
- In classroom integration
- *Curriculum Adoption Process* integration
- Community of Inquiry - incorporation of social, cognitive, and teaching presence

### **3. Development of Policy and Procedure**

- Includes self-insurance program
- Rules and regulations for students and staff about acceptable use
- Damage/lost machine procedures
- Eventual Student ownership of machines (Norfolk)

Updated 5-7-2020



## Board Policy Review Report

May 11, 2020

### Process

When the Board agenda is set, board policies relevant to agenda items or action items are attached to the agenda if they have not been reviewed within the last 2 years. If there are no policies to add and the agenda is not already full, additional miscellaneous policies are added for policy review. Those miscellaneous policies are selected based on the date of their most recent review, so that the oldest policies are reviewed first. Currently, the oldest review date on policies is July 2016, when the 2016 Policy Update was applied to RPS policies.

Once a policy is reviewed, the review date on the policy is updated and the policy is reposted on the Ralston Public Schools website and in the internal policy repository within 3 days. A spreadsheet is also updated to track the dates of the most recent reviews.

### Progress

Since beginning to track policy review in February of 2019, the Board has reviewed 78 policies and eliminated some additional policies and duplicates. This is about 33% or  $\frac{1}{3}$  of our existing policies. The average number of policies reviewed is about 6 policies per Board meeting, with more or less depending on agenda items and the length of the meeting. The process has also allowed us to identify duplicate policies and eliminate unnecessary or out of date policies.

### Highlights

- 78 policies reviewed since 2019 (33%)
- 6 policies reviewed per meeting on average

Series	Total # of Policies	Percent Reviewed
1000's: Policy Overview and Mission Statement	4	25%
2000's: Policies Regarding Role and Conduct of the Board of Education	25	52%
3000's: Business Operations	62	34%
4000's: Policies Regarding Employment and Staff	61	20%
5000's: Policies Regarding Students	64	23%
6000's: Policies Regarding Curricular and Academic Matters	26	62%
<b>TOTAL</b>	<b>242</b>	<b>33%</b>

<b>Policy</b>	<b>Policy Name</b>	<b>Last Reviewed</b>	<b>Review Date</b>
1001	General Policy Statement	7/25/16	4/22/19
1002	Creation and Amendment of Board of Education Policies	7/25/16	amending
1003	Purpose & Direction Statement	7/25/16	
1004	Distribution of Policies	7/25/16	
2001	Role of the Board of Education and Legal Status	7/25/16	9/23/19
2002	Organization of the Board	6/25/18	7/22
2003	Development and Education of Board Members	7/25/16	2/25/19
2004	Oath of Office	7/10/17	
2005	Conflict of Interest	7/10/17	1/13/20
2006	Complaint Procedure	6/25/18	7/22/19
2007	Reimbursement and Miscellaneous Expenditures	6/25/18	
2008	Meetings	7/10/17	
2009	Public Participation at Board Meetings	7/25/16	3/25
2010	Preparation for Board Meetings	7/25/16	9/23/19
2011	Membership in Organizations	7/25/16	
2012	Board Code of Ethics	7/25/16	1/13/20
2013	Violation of Board of Ethics	6/25/18	1/13/20
2014	Relationship with School Attorney	7/25/16	7/22/19
2015	Student Involvement in Decision Making	7/25/16	7/22/19
2016	Participation in Insurance Program by Board Members	7/10/17	
2017	Indemnification and Liability Insurance		7/22/19
2018	Rules of Order	7/25/16	
2019	Voting Method	7/25/16	
2020	News Media Services at Meetings	7/25/16	
2021	Executive Meetings	7/25/16	4/22/19
2022	Reporting to the Public	7/25/16	
2023	Naming of Facilities and Plaques	7/25/16	
2024	School Board Qualifications and Elections	7/25/16	
2025	Quorum	7/25/16	
3001	Budget	7/25/16	9/23/19
3002	Deposits	7/25/16	
3003	Bidding for Construction, Remodeling, Repair or Site Improvement	7/10/17	11/11/19

3003.1	Bidding for Construction, Remodeling, Repair, or Related Projects Financed with Federal Funds	8/14/18	7/22/19
3004	General Purchasing and Procurement	8/14/18	2/25/19
3004.1	Fiscal Management for Purchasing and Procurement Using Federal Funds	8/14/18	7/22/19
3005	School Activities Fund	7/25/16	
3006	Bond Campaigns	7/25/16	4/22/19
3007	Review of Bills	7/25/16	4/8/19
3008	Gifts, Grants, and Bequests	7/25/16	
3009	Audit	7/25/16	
3010	Insurance	7/25/16	
3011	Transportation	7/10/17	
3012	School Meal Program and Meal Charges	8/28/17	
3013	Emergency Closings	7/25/16	3/9/20
3014	Use of School Property and Equipment	7/25/16	
3015	Time Away from School Activities	7/25/16	
3016	Use of Tobacco Products	7/25/16	12/9/19
3017	Closing of a School Site	7/25/16	
3018	Denying Access to School Premises or Activities	7/25/16	
3019	Sale or Disposal of School Property	7/25/16	2/10/20
3020	Copyright Compliance	6/25/18	
3021	Operation of School Business Office	7/25/16	
3022	Volunteers	6/25/18	
3023	Record Management and Retention	6/25/18	
3024	Booster Clubs and Parent-Teacher Organizations	7/25/16	
3025	Returned and Outstanding Checks	6/25/18	
3026	Handbooks	7/25/16	
3027	Resolution of Conflicts Between Parents Over School Issues	7/25/16	
3028	Sex Offenders	7/25/16	
3029	Distribution of Flyers Advertising Non-School Organization Activities	7/25/16	
3030	Automatic External Defibrillator (AED) Program	7/25/16	9/23/19
3031	Students Electing to Attend School in Adjoining State	7/25/16	
3032	Copying Fees for School District Records	7/25/16	
3033	Lending Textbooks to Children Enrolled in Private Schools	7/10/17	

3034	Disbursements	7/25/16	
3035	Chain of Command - District Administration	7/25/16	
3036	Purchasing (Credit) Card Program	adopted 8/15/17	
3037	Petty Cash	7/25/16	
3038	Certification Fees	none listed	
3039	Threat Assessment and Response	7/25/16	7/22/19
3040	School Safety and Security	6/25/18	
3041	Child Care Program	7/25/16	
3042	Construction Management at Risk Contracts	7/10/17	
3043	Design-Build Contracts	7/10/17	
3044	Incidental or De Minimis Use of Public Resources	7/10/17	
3045	Use of Sniffer Dogs	7/10/17	
3046	Service Animals	7/10/17	7/22/19
3047	Data Breach Response	6/25/18	
3048	Communicable Disease	6/25/18	3/9/20
3049	Drones and Unmanned Aircraft	6/25/18	
3050	Technology in the Classroom	6/25/18	7/22/19
3051	Opioid Overdose Prevention and Response		7/22/19
3052	Sales Calls and Demonstrations	7/25/16	
3053	Nondiscrimination	8/28/17	7/22/19
3054	Law Enforcement Unit		7/22/19
3055	Golden Age Pass	7/25/16	
3056	Visitors to Schools	7/9/18	
3057	Compensation of Board Members	7/25/16	7/22/19
3058	Cooperative Programs and Services	7/9/18	2/25/19
3059	Gate Receipts and Admissions	7/8/19	7/22/19
3060	Temporary School Facilities	7/25/16	
4002	Drug and Alcohol Free Workplace	7/25/16	
4003	Drug Policy Regarding Drivers	7/25/16	
4004	Employment of Relatives, Domestic Partners and Significant Others	7/25/16	
4005	Communication Between the Board and District Employees	7/25/16	
4006	Insurance	7/25/16	
4007	Personnel Records	7/25/16	
4008	Outside Employment	7/25/16	
4009	Restrictions on Employees Receiving Gratuities	7/25/16	

4010	Inclement Weather	7/10/17	9/23/19
4011	Employee Leave Under the Family and Medical Leave Act (FMLA)	7/10/17	
4011.1	Nebraska Family Military Leave Act	7/10/17	
4012	Staff Internet and Computer Use	6/25/18	
4013	Grievance Procedure	8/27/18	
4014	Employment-Related Sexual Harassment	6/25/18	
4015	Prohibition Against Employment of Board Members	7/25/16	
4016	Jury Duty/Service as Witness in Court	7/25/16	2/24/20
4017	Relations with Employee Collective Bargaining Associations	7/25/16	
4018	Corporal Punishment	7/25/16	
4019	Safety Committee	7/24/17	
4020	Copyright Policy	7/25/16	
4021	OPEN		
4022	Certification and Endorsements	7/25/16	
4023	Professional Ethics	7/25/16	
4024	Teachers' Responsibilities and Duties	7/25/16	
4025	Superintendent	7/25/16	2/25/19
4026	Administrative Employees	7/25/16	
4027	Part-Time Certified Employees	7/25/16	
4028	Substitute Teachers	7/25/16	
4029	Salary Schedule for Certificated Employees	7/25/16	
4030	Evaluation of Certified Employees	7/25/16	10/14/19
4031	Evaluation of Probationary Certified Employees	7/25/16	
4032	Professional Growth	7/25/16	
4033	Rights of Probationary Certified Employees	7/25/16	
4034	Employee and Student Handbooks	7/25/16	
4035	Rights of Permanent Certificated Employees	7/25/16	
4036	Crisis Response Team Duties	7/25/16	
4037	Reduction in Force	7/25/16	
4038	Classified Staff Defined	7/25/16	
4039	Employment of Classified Staff	7/25/16	9/9/19
4040	Privacy of Protected Health Information	7/25/16	
4041	Staff Dress and Appearance	7/25/16	
4042	Employee Social Security Numbers	7/25/16	
4043	Professional Boundaries Between Employees and Students	7/25/16	

4044	Staff Election Conduct	7/25/16	
4045	Milk Expression	7/25/16	
4046	Internet Searches Regarding Potential Employees	7/25/16	
4047	OPEN		
4048	Assessment Administration and Security	7/25/16	7/22/19
4049	Professional Ethics	7/25/16	
4050	Overtime and Compensatory Time	7/25/16	
4051	Staff and District Social Media Use	9/25/17	
4052	Job References to Prospective Employers	7/25/16	7/22/19
4053	Conflict of Interest	7/28/17	
4054	Reporting Child Abuse or Neglect	7/25/16	3/11/19
4055	Voluntary Separation Program	2/12/18	11/11/19
4056	Resignation or Dismissal of Certificated Staff	7/25/16	4/8/19
4057	Superintendent Evaluation	7/25/16	2/25/19
4058	Confidentiality in Counseling and Guidance	7/25/16	
4059	Suicide Prevention Training	7/25/16	
4060	School Vehicle Use	7/24/17	
4061	Workplace or Non-Workplace Injuries or Illness and Return to Work	7/28/17	
4062	Temporary Employment	7/25/16	
4063	Negotiations Goals and Objectives	7/25/16	6/24/19
5001	Compulsory Attendance and Excessive Absenteeism	7/23/18	6/24/19
5002	Admission of Students	7/24/17	7/22/19
5002.1	Admission of Students Who Reside Out of the State of Nebraska	7/24/17	
5003	Admission of Part-time Students	7/24/17	
5004	Option Enrollment	1/23/17	2/24/20
5005	Transportation of Option Students	1/23/17	
5006	Foreign Exchange Students	7/25/16	
5007	Enrollment of Expelled Students	7/25/16	2/24/20
5008	Pregnant or Parenting Students	3/26/18	
5009	Adult Education	7/25/16	
5010	Immunizations	7/25/16	
5011	Physical Examination of Students	12/11/17	
5012	Promoting Student Resilience		8/26/19
5013	OPEN		
5014	Homeless Students	7/28/17	

5015	Protection of Pupil Rights	7/24/17	
5016	Student Records	7/25/16	7/22/19
5017	Routine Directory Information	6/25/18	7/22/19
5018	Parent and Guardian Involvement in Education Practices	7/23/18	
5019	Communicating with Parents	7/25/16	
5020	Rights of Custodial and Non-Custodial Parents	7/25/16	
5021	Student Photograph and Video Policy	7/25/16	
5022	Investigations, Arrests and Other Student Contact by Law Enforcement and Health and Human Services	7/24/17	
5023	Student Illness	7/25/16	3/9/20
5024	Medication of Students	7/25/16	
5025	Insurance Program	7/25/16	
5026	Sex Equality in the Education Program	7/25/16	
5027	OPEN		
5028	Initiations and Hazing	7/25/16	
5029	Crisis Response Policy	7/25/16	
5030	Dating Violence	7/25/16	
5031	Student Appearance	7/25/16	
5032	Closed Campus	7/25/16	
5033	Student Driving and Parking	7/25/16	
5034	Student Handbooks	7/25/16	
5035	Student Discipline	6/25/18	12/9/19
5036	Lockers	7/25/16	
5037	Student Internet and Computer Access	6/25/18	
5038	Lunch Program	7/25/16	
5039	Fundraising Activities/Crowdfunding	11/14/16	
5040	Work Permits	7/25/16	
5041	Student Government	7/25/16	
5042	Bulletin Boards/Electronic Publishing Space	7/25/16	
5043	School-Sponsored Publications	7/25/16	
5044	Safe Pupil Transportation Plan	7/25/16	9/9/19
5045	Student Fees, Fines and Charges	6/25/18	
5046	Secret Organizations	7/25/16	
5047	Press Releases	7/25/16	
5048	Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)	7/25/16	
5049	Firearms and Weapons	7/25/16	3/9/20

5050	Home Schools and/or Schools Not Meeting Approval and Accreditation Regulations	7/25/16	
5051	Eye Examinations for Students	7/25/16	
5052	School Wellness Policy	7/28/17	
5053	Self-Management of Diabetes or Asthma/Anaphylaxis	7/25/16	
5054	Student Bullying	6/25/18	6/24/19
5055	Enrollment in Kindergarten	7/25/16	3/11/19
5056	Free Expression by Students	7/25/16	
5057	District Title I Parent and Family Engagement Policy	6/25/18	
5059	Emergency Medical Treatment	7/25/16	9/23/19
5060	OPEN		
5061	Therapy Dogs	7/25/16	
5062	Lice and Nits	7/25/16	
5063	Audio and Video Recording	7/24/17	7/22/19
5064	Title I Supplement, Not Supplant Policy	7/25/16	
5065	Bed Bugs	7/25/16	
5066	Post-Graduate	7/25/16	
5067	Implementation of Student Assistance Team Process	7/25/16	
6001	School Organization and District Legal Status	7/25/16	6/10/19
6002	School Calendar	7/25/16	6/10/19
6003	Instructional Program	7/25/16	6/10/19
6004	Curriculum Development and Assessment	7/25/16	10/14/19
6005	Academic Credits and Graduation Requirements	1/8/18	10/14/19
6006	Commencement Ceremony	7/25/16	6/10/19
6007	Senior Recognition	6/25/18	
6008	Class Rank	7/25/16	6/10/19
6009	Grade Placement of Transfer Students	7/25/16	
6010	Special Education	7/25/16	3/11/19
6011	Fire Instruction and Prevention	7/25/16	
6012	Flag Display and Patriotic Observances	7/25/16	
6013	Teaching Controversial Issues	7/25/16	
6014	School Day and Attendance on Days of Scheduled Activities	7/25/16	
6015	Summer School	7/25/16	2/24/20
6016	Homebound Instruction	7/25/16	
6017	Homework	7/25/16	

6018	Grades & Grading System		7/25/16	
6019	OPEN			
6020	Multi-Cultural Education		7/25/16	
6021	District Criteria for Selecting Evaluators to be Used for Special Education Evaluation and Verification and Independent Educational Evaluations		7/25/16	3/11/19
6022	OPEN			
6023	OPEN			
6024	OPEN			
6025	Student Cell Phone and Other Electronic Devices		7/25/16	
6026	Emergency Dismissal		7/25/16	9/23/19
6027	Field Trips		6/25/18	
6028	The Extracurricular Activities Program		7/25/16	3/25/19
6029	Activity Trips		7/25/16	
6030	Public Appearances of School Groups		7/25/16	
6031	Emergency Exclusion		6/25/18	3/9/20
6032	Constitution Day Education		7/25/16	
6033	Restraint and Seclusion of Students		7/25/16	
6034	Concussion Awareness		7/25/16	
6035	Teacher Mentoring Policy		7/25/16	
6036	Reading Instruction and Intervention Services		6/25/18	6/24/19
6037	Child Care Programs		7/25/16	
6038	International Travel Study		7/25/16	
6039	Americanism		7/25/16	
6040	Advanced College Placement		7/25/16	
6041	Student Organizations - Open Access		7/25/16	
6042	Student Activity Fund Management		7/25/16	
6043	Contests for Students		7/25/16	
6044	High Ability Learners		7/25/16	
6045	Pupil Progress - Secondary		7/25/16	
6046	Private Tutoring		7/25/16	
6047	Participation in Competitions or Activities Beyond State Level		7/25/16	
6048	deleted	deleted		3/25/19
6049	Use and Dissemination of Test Results		7/25/16	2/25/19
6050	School Year		7/25/16	
6051	OPEN			
6052	Correspondence / Night School Courses		7/25/16	

## 5019

### Communicating with Parents

Parents shall be kept informed of student progress, grades, and attendance through report cards, progress reports, electronic communications, and parent/teacher conferences. The school district will notify parents if their students are failing or close to failing, **either through communication from the school or through parental access to the district's student information system.** The school district will endeavor to notify parents of failing students prior to entry of the failing grade on the student's report card. Parents will also be notified of their student's possible failure to meet graduation requirements. Other pertinent information will be communicated to parents by mail, electronic communication, **telephone calls, ~~or~~ by personal contact or other appropriate method.** Official transcripts of student progress, grades, and attendance will be sent to other school systems upon the student's transfer when the district receives a written request signed by the student's parent or guardian or upon being notified that the student has enrolled in another school. **By providing the school district with their telephone number(s), parents agree to receive notifications from the school district's automatic notification system.**

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