

## **Agenda**

1. MEETING CANCELLATION DUE TO INCLEMENT WEATHER
2. Call To Order  
**Speaker(s):** Board President
  - 2.1. Pledge of Allegiance  
**Speaker(s):** Board President
    - 2.1.1. Roll Call - Excuse Board Members not in attendance  
**Speaker(s):** Board President
  - 2.2. Public Comment Sign In Procedure
    - 2.2.1. Public Comment
  - 2.3. Consent Agenda (Action)  
**Speaker(s):** Board President
3. Board Development and Communication
  - 3.1. Board Members' Update
  - 3.2. Superintendent's Report  
**Speaker(s):** Superintendent
    - 3.2.1. Government Relations Update  
**Speaker(s):** Mrs. Linda Richards/Mr. Joe Kohout
    - 3.2.2. Counseling Services Update-Elementary  
**Speaker(s):** Mrs. Melissa Stolley
    - 3.2.3. Student Achievement Progress Report  
**Speaker(s):** Dr. Tiffanie Welte
    - 3.2.4. Calendar Revisions Discussion  
**Speaker(s):** Dr. Tiffanie Welte/Mrs. Cecelia Wilken
    - 3.2.5. Enrollment Update  
**Speaker(s):** Dr. Mark Adler
4. Standards Based School Improvement
  - 4.1. Superintendent Contract (Action)  
**Speaker(s):** Dr. Mark Adler
5. Policy Review
6. Executive Session Disclosure
7. Pre-Adjournment Information and Activities
  - 7.1. Announcements
  - 7.2. Board of Education Supplemental Meeting Information
  - 7.3. Future Board Calendar
  - 7.4. Adjourn

## **Ralston Public Schools: Public Notice**

The regular Board of Education Meeting scheduled for January 22, 2018 was cancelled due to inclement weather. The meeting was not reschedule and will all business will be moved to the February 12, 2018 meeting.

Board of Education Regular Meeting/Business  
Monday, January 22, 2018 @ 6:00 PM Central

Virginia Moon Administrative Center  
8545 Park Drive  
Ralston, NE 68127-3621

## **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. A time limit of five (5) minutes will be allotted for any speaker. At the discretion of the Board President or Chair, the speaker 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. If the number of people wishing to speak under the public participation portions of the agenda is large, the Board President or Chair may rule that a public hearing be scheduled or the discussion be limited on the issue in question.
7. 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.

**Ralston Board of Education  
PUBLIC COMMENTS  
Record of Appearance**

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.”

**Public Comments are limited to five (5) minutes per speaker.** Multiple speakers on the same topic are asked to not repeat what prior speakers have already stated.

**PLEASE PRINT**

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

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

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

\_\_\_\_\_

\_\_\_\_\_

Board of Education Regular Meeting/Business  
**Monday, January 8, 2018 6:00 PM**

Virginia Moon Administrative Center  
8545 Park Drive  
Ralston, NE 68127-3621

Oath of Office

The Board recited the Oath of Office for the first meeting of the new calendar year. A Board Reorganization took place immediately following the oath.

Board of Education Reorganization (Action)

Nomination of Linda Richards for President passed with a motion by Deb Gerch and a second by Mike Overkamp.

Deb Gerch:	Yea
Dr. Jay Irwin:	Yea
Heather Johnson:	Yea
Mike Overkamp:	Yea
Linda Richards:	Yea
Tresha Rodgers:	Yea

Nomination of Tresha Rodgers for Vice President passed with a motion by Dr. Jay Irwin and a second by Deb Gerch.

Deb Gerch:	Yea
Dr. Jay Irwin:	Yea
Heather Johnson:	Yea
Mike Overkamp:	Yea
Linda Richards:	Yea
Tresha Rodgers:	Yea

Nomination of Deb Gerch for Secretary passed with a motion by Mike Overkamp and a second by Tresha Rodgers.

Deb Gerch:	Yea
Dr. Jay Irwin:	Yea
Heather Johnson:	Yea
Mike Overkamp:	Yea
Linda Richards:	Yea
Tresha Rodgers:	Yea

Nomination of Dr. Jay Irwin as Treasurer passed with a motion by Mike Overkamp and a second by Heather Johnson.

Deb Gerch: Yea  
Dr. Jay Irwin: Yea  
Heather Johnson: Yea  
Mike Overkamp: Yea  
Linda Richards: Yea  
Tresha Rodgers: Yea

### Consent Agenda (Action)

Motion to approve Consent Agenda items as presented passed with a motion by Heather Johnson and a second by Dr. Jay Irwin.

Deb Gerch: Abstain (With Conflict)  
Tresha Rodgers: Abstain (With Conflict)  
Dr. Jay Irwin: Yea  
Heather Johnson: Yea  
Mike Overkamp: Yea  
Linda Richards: Yea

Consent agenda items include minutes from the December 11, 2017 meeting; December Financial Reports, December bills in the amount of \$497,060.59 for the General Fund, \$5,750.00 for the Building Fund, and \$350.00 for the Qualified Capital Purpose Fund, 2017-18 Probationary Contract for Alexa McEvoy, English, RHS, and Probationary Contract for Ashley Bartel, 4th Grade, KW, resignation letter for Kathleen Longacre, 1st Grade, Mockingbird and Jean Gutschenritter, 4th Grade, Seymour, as part of the Voluntary Separation Program and Resignation Letter for Lisa McKee, 4th Grade, KW. Prior to the meeting Dr. Irwin and Mrs. Gerch reviewed the bills.

### Superintendent Evaluation

Dr. Adler presented the feedback from his Superintendent Evaluation to the Board. Several members had not been in attendance at the December 11th meeting, so he tabled that presentation until this meeting. Mrs. Richards asked that the Superintendent Contract be brought to the January 22nd meeting for a vote.

### Community Engagement Process Update

Mr. Maskel updated the Board on the Community Engagement Process. Marsha Herring, at Nebraska Assoc. Of School Boards, has been working with us to develop this engagement process. She provided a schedule of engagement events that have been coordinated for February timeframe. We will be providing childcare and keeping the R-Pantry open to encourage participation and to provide Ralston families an opportunity to have two events available at the same time. Surveys will also be available online for those that choose not to participate in person, but we would highly encourage more active participation. This is where we will gain the best feedback. If there are other stakeholders that you know are active but are not normally part

of our Ralston contacts, please invite them! Option Enrollment families are a valued voice in this process and will be invited to participate along with all our Ralston families. The board and staff are welcome to attend but asked to be silent observers in these engagement opportunities. We are welcome to attend but are asked to be silent observers. We will take whatever we have heard and then further information/comments from the Board, and go back to the public and let them know what we have learned.

### ELL Program Review

Dr. Josh Wilken provided an updated on the ELL Program in the District. We asked Susan Mayberger, an Educational Consultant, to review our ELL Program and provide feedback. There were many strengths listed including: Our staff being very positive about our ELL students and program, class sizes were small, we utilize a model that provides small group instruction at the appropriate level, our District culture is healthy, and a Latino Leaders Club at the HS was well attended. Opportunities for improvement included: Increasing professional development opportunities for EL teachers, have a guaranteed and viable curriculum, add additional bilingual resources to include hiring additional staff, additional instructional time and materials, and a consistent plan for EL services across the district. Susan also provided additional resources used by other districts with ELL Programs. Dr. Wilken reviewed a separate document with the Board outlining financial projections for the growth of the program.

### Legislative Relations Update

Mrs. Richards presented a Legislative Relations update. We begin this session January 3rd, and it promises to be an interesting and challenging one. We will extend invitations to Sen. Riepe and Sen. McDonald to visit our District.

### Enrollment Update

The current Enrollment Report was reviewed by the Board. Mrs. Wilken said we officially started K-12 enrollment today! Kindergarten is off to a good start already. Mrs. Richards asked if we have information on projections for graduation yet, and Dr. Welte said those numbers will not be ready until about March.

### Public Schools that Work Resolution (Action)

The Public Schools that Work Resolution was presented for approval by the Board. An amended document will be created with Linda Richards, the current Board President, as signer.

Motion to approve Public Schools Resolution as presented passed with a motion by Dr. Jay Irwin and a second by Tresha Rodgers.

Deb Gerch: Yea  
Dr. Jay Irwin: Yea  
Heather Johnson: Yea  
Mike Overkamp: Yea  
Linda Richards: Yea  
Tresha Rodgers: Yea

District Service Providers (Action)

Motion to approve the district service provider list as presented passed with a motion by Mike Overkamp and a second by Deb Gerch.

Tresha Rodgers: Abstain (With Conflict)  
Deb Gerch: Yea  
Dr. Jay Irwin: Yea  
Heather Johnson: Yea  
Mike Overkamp: Yea  
Linda Richards: Yea

Policy 6005--Academic Credits and Graduation Requirements (Action)

Policy 6005 – Academic Credits and Graduation Requirements was presented to the Board for approval. These changes were made as a reflection of the state standards/name change and updates. Dr. Welte supports the request to help ensure clarity and consistency between BOE policy, RHS registration materials, and student needs for post-secondary applications.

Motion to approve proposed changes outlined for Policy #6005--Academic Credits and Graduation Requirements passed with a motion by Heather Johnson and a second by Dr. Jay Irwin.

Deb Gerch: Yea  
Dr. Jay Irwin: Yea  
Heather Johnson: Yea  
Mike Overkamp: Yea  
Linda Richards: Yea  
Tresha Rodgers: Yea

Executive Session (Action)

Motion to move into Executive Session at 8:26 pm, following a 5 minute recess, passed with a motion by Tresha Rodgers and a second by Heather Johnson.

Deb Gerch: Yea  
Dr. Jay Irwin: Yea  
Heather Johnson: Yea  
Mike Overkamp: Yea  
Linda Richards: Yea  
Tresha Rodgers: Yea

Board of Education Supplemental Meeting Information

As an additional item in the "Supplemental Section," Mr. Buckingham mentioned he will be bringing further information on the status of the HS bleachers. They are in a serious state of disrepair, and we need to look at either repairing or replacing them. He will return to the Board once he has the necessary information at a later date. Repairs would be approximately \$250,000 and replacement in the range of \$500,000.

Adjourn

Motion to adjourn meeting at 8:42pm passed with a motion by Deb Gerch and a second by Mike Overkamp.

Deb Gerch: Yea  
Dr. Jay Irwin: Yea  
Heather Johnson: Yea  
Mike Overkamp: Yea  
Linda Richards: Yea  
Tresha Rodgers: Yea

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Mrs. Linda Richards, President

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Mrs. Deb Gerch, Secretary



**Ralston**  
**PUBLIC SCHOOLS**

**Dr. Mark Adler**  
Superintendent

**Mr. Jason Buckingham**  
Executive Director of Fiscal Affairs

**Dr. Michael Rupprecht**  
Executive Director of Human Resources

January 22, 2018

Teacher Certification Office  
P.O. Box 94987  
Lincoln, NE 68509-4987

To Whom It May Concern:

The use of the local substitute teaching certificate has been approved by the board of education of the Ralston Public Schools. I request that you issue a local substitute teaching certificate to:

Elisa Brinklow

(SSN withheld)

Sincerely,

Dr. Mark Adler  
Superintendent  
Ralston Public Schools

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Achievement. Character. Technology.

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[www.RalstonSchools.org](http://www.RalstonSchools.org)    [Facebook.com/RalstonPublicSchools](https://www.facebook.com/RalstonPublicSchools)

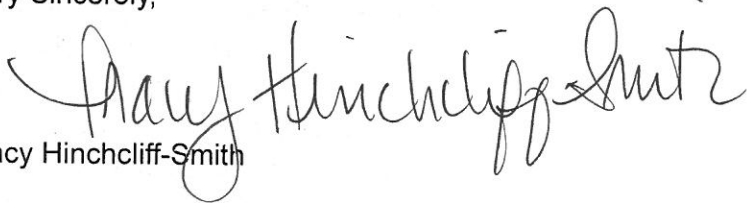

8545 Park Drive Ralston, NE 68127    Office: (402) 331-4700    Fax: (402) 331-4873

January 15, 2018

To: Dr. Adler & The Ralston Board of Education

I am writing the most difficult letter I have ever written. I want to let you know that I will be retiring at the end of this school year in May 2018. It has been a gut wrenching experience as I have gone over my decision numerous times with a huge amount of doubt. My entire reason for leaving is that I want to be able to care for my mother and spend quality time with her. She is 87 and she has had a rough few years. I have spent over half of my life, 33 years, here at RHS. It has been my home, my community and quite frankly my life. I have loved teaching marketing, finance and being the DECA Advisor. We have been able to provide so many great lessons for students. For so many years, I was at most events selling clothing and concessions. I was able to give my students the most amazing, hands-on experiences and many of them still talk about it today. My time here has been a dream job. I have experienced numerous principals and superintendents and I have learned from them all. I have worked with many amazing teachers and I have always thought that Ralston was a gift to me. Thank you for allowing me the autonomy in my classroom, the ability to learn and grow from so many dedicated professionals and for making me a part of the Ralston Schools family. It seems ironic that for so many years I was always trying to tell people that career education is so important and now I will leave when the world finally substantiates that thought. I wish the best for the success of Blueprint. I would like to come back to help with mock interviews, DECA, and after some time I would like to help by subbing. I appreciate your dedication, support and belief in me and my program. Without your support it wouldn't have been so successful for kids. Thank you also for a lifetime of great memories! Hugs!

Very Sincerely,

Tracy Hinchcliff-Smith



## **Board of Education Legislative Goals 2017/2018**

### **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 strategic plan areas of Achievement, Character, Technology, AdvancED School Improvement, 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.
- 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
- 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.
- Oppose any legislation that advances any initiative addressing charter schools or voucher systems that reduce funding and opportunities for public schools.

## Hearing Schedule for Sunday January 21, 2018 to Saturday January 27, 2018

The order of the bills listed may not be the order in which they are heard that day in committee.

### Monday January 22, 2018

#### Appropriations Room 1524 - 1:30 PM

Special		Budget bills scheduled at this time for official record purposes. Testimony on the overall budget is appropriate, however testimony on specific issues and/or agencies should be presented at the date scheduled for the relevant agency.
LB944	Speaker Scheer	Provide, change, and eliminate provisions relating to appropriations and reduce appropriations
LB945	Speaker Scheer	Provide for transfers of funds and change transfer provisions
LB946	Speaker Scheer	Change provisions relating to the Cash Reserve Fund

#### Banking, Commerce and Insurance Room 1507 - 1:30 PM

LB683	Blood	Provide a license fee exemption for servicemembers and their spouses under the Nebraska Real Estate License Act
LB736	Lindstrom	Change real estate agent duties with respect to certain written disclosures
LB741	Lindstrom	Change provisions relating to real property appraisers

#### Business and Labor Room 2102 - 1:30 PM

LB784	Vargas	Change the Employee Classification Act to prohibit contractors with unpaid fines from contracting with the state or political subdivisions
LB858	Hansen	Provide annual adjustments for total disability income benefits under the Nebraska Workers' Compensation Act
LB806	Kuehn	Change the Conveyance Safety Act
LB712	Albrecht	Require drug testing for certain applicants and recipients of unemployment benefits

#### Education Room 1525 - 1:30 PM

LB783	Vargas	Define "educational interpreter" for purposes of students eligible for special education as prescribed
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- LB803 Stinner Change provisions related to kindergarten, early childhood education, and the Step Up to Quality Childcare Act
- LB851 Linehan Limit superintendent and educational service unit administrator compensation
- LB779 Groene Change provisions relating to learning communities

**Executive Board  
Room 2102 - 12:00 PM**

- LB744 Executive Board Adopt the Legislative Qualifications and Election Contests Act

**General Affairs  
Room 1510 - 1:30 PM**

- Appointment Anderson, Steven F. - Nebraska Arts Council
- Appointment Galyen, Jeffrey - State Racing Commission
- Appointment Gorynski, Alec - Nebraska Arts Council
- Appointment Hiller, John - State Electrical Board
- Appointment Hornady, Ellen - Nebraska Arts Council
- Appointment Huenergardt, Darrel J. - Nebraska Arts Council
- Appointment Lee, Dennis Patrick - State Racing Commission
- Appointment Roush, Sue - Nebraska Arts Council
- Appointment Schneider, Heather - Nebraska Arts Council
- LB724 Wayne Provide for segregation of keno funds, electronic fund transfers, and deposit of gross proceeds by a sales outlet location as prescribed
- LB921 Lowe Create a licensing exception under the State Electrical Act for certain farm building construction

**Transportation and Telecommunications  
Room 1113 - 1:30 PM**

- LB895 Geist Change lien and flood-damaged brand provisions relating to motor vehicle certificates of title and change duties and requirements of the Department of Motor Vehicles as prescribed
- LB896 Geist Change provisions relating to electronic certificates of title, salvage vehicles, and the electronic dealer services system and Vehicle Title and Registration System maintained by the Department of Motor Vehicles
- LB860 Friesen Provide for compensation for motor vehicle dealers affected by recalls and stop-sale orders
- LB901 Bostelman Require Director of Aeronautics to consult with the Military Department in certain structure permitting decisions

**Tuesday January 23, 2018**

**Agriculture  
Room 2102 - 1:30 PM**

- |       |          |  |
|-------|----------|--|
| LB764 | Crawford | Exempt certain operations from the definition of a food establishment under the Nebraska Pure Food Act |
| LB808 | Harr     | Change provisions relating to community gardens and seed libraries                                     |

**Banking, Commerce and Insurance  
Room 1507 - 1:30 PM**

- |       |           |   |
|-------|-----------|---|
| LB742 | Lindstrom | Change provisions relating to noncompete agreements under the Franchise Practices Act                           |
| LB750 | Williams  | Change provisions relating to recording of real property instruments and rights and duties of secured creditors |
| LB904 | Vargas    | Prohibit the charging of certain fees under the Credit Services Organization Act                                |

**Education  
Room 1525 - 1:30 PM**

- |         |             |  |
|---------|-------------|--|
| LB888   | Wayne       | Require schools to post the child abuse and neglect toll-free telephone number                                   |
| LB912   | McCollister | Provide for posting by public schools of a toll-free telephone number set up to report child abuse and neglect   |
| LB898   | Howard      | Require public postsecondary educational institutions to conduct an annual sexual assault climate survey         |
| LR270CA | Kolowski    | Constitutional amendment to reduce the minimum age in the constitutional requirement to provide free instruction |

**Transportation and Telecommunications  
Room 1113 - 1:30 PM**

- |       |           |   |
|-------|-----------|---|
| LB900 | Bostelman | Adopt and update references to federal law relating to transportation and increase fines for violations of certain motor carrier statutes and regulations   |
| LB769 | Quick     | Adopt the Midwest Interstate Passenger Rail Compact   |
| LB671 | Krist     | Change requirements for certain driving permits and use of occupant protection systems, change certain violations from secondary to primary enforcement, and prohibit use of interactive wireless communication devices by school bus operators |
| LB711 | Baker     | Change requirements for use of occupant protection systems  |

**Urban Affairs**

**1510 - 1:30 PM**

- LB940 Friesen Change provisions of the Civic and Community Center Financing Act relating to fund use, grant request limits, property sale restrictions, and grant application priority
- LB707 Kolterman Change provisions of the Uniform Standard Code for Manufactured Homes and Recreational Vehicles by eliminating applicability and references to manufactured homes and renaming the code
- LB854 Quick Expand the number of municipalities which may create a land bank and change land bank powers and board requirements
- LB768 Quick Redefine economic development program to include early childhood infrastructure development for cities of the first and second class and villages
- LB880 Hansen Provide for an early childhood element in a comprehensive plan developed by a city

**Wednesday January 24, 2018**

**Executive Board**

**Room 2102 - 12:00 PM**

- LB751 Legislative Performance Audit Committee Change agency duties with respect to adoption of rules and regulations
- LB935 Legislative Performance Audit Committee Facilitate tax incentive performance audits by requiring certain application materials, reporting, and data retention for certain tax incentive programs
- LB936 Legislative Performance Audit Committee Change provisions relating to tax incentive performance audits under the Legislative Performance Audit Act

**Government, Military and Veterans Affairs**

**Room 1507 - 1:30 PM**

- LB749 Williams Change provisions relating to recording and filing fees
- LR268 Krist Resolution to Congress for convention of the states to propose an amendment to the U.S. Constitution

**Health and Human Services**

**Room 1510 - 1:30 PM**

- LB834 Howard Provide for waiver of certain occupational and licensing fees as prescribed
- LB894 Crawford Adopt the EMS Personnel Licensure Interstate Compact

LB924 Riepe Change provisions of the Emergency Medical Services Practice Act, the Occupational Therapy Practice Act, and the Uniform Credentialing Act

**Judiciary**  
**Room 1113 - 1:30 PM**

LB670 Krist Change membership, powers, and duties of the Nebraska Coalition for Juvenile Justice  
LB673 Krist Change procedures for certain hearings for juveniles  
LB689 Blood Exclude juveniles from the Sex Offender Registration Act  
LB708 Bolz Change provisions relating to juvenile court bridge orders  
LB714 Howard Provide a procedure for judicial emancipation of a minor  
LB774 Pansing Brooks Change peace officers' duties regarding encounters with certain juveniles  
LB870 Pansing Brooks Provide for room confinement for juveniles as prescribed

**Natural Resources**  
**Room 1525 - 1:30 PM**

Appointment Zuhlke, Alden - Environmental Quality Council  
Appointment Dilsaver, John - Environmental Quality Council  
LB762 Hughes Change a date for certain scrap tire recycling grants

**Revenue**  
**Room 1524 - 1:30 PM**

LB730 Wayne Adopt the Ammunition Excise Tax Act  
LB789 Ebke Eliminate the marijuana and controlled substances tax  
LB738 Lindstrom Change revenue and taxation provisions relating to an adjustment to income for social security benefits

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**Thursday January 25, 2018**

**Executive Board**  
**Room 2102 - 12:00 PM**

LB777 Howard Provide requirements for filling legislative vacancies  
LB837 Howard Require applications for medicaid waivers be submitted to the Health and Human Services Committee of the Legislature

**Government, Military and Veterans Affairs**  
**Room 1507 - 1:30 PM**

Appointment Bolduc, John Andrew - Nebraska State Patrol

- LB831 Wayne Provide annual salary limitations for elected officials of political subdivisions
- LB997 Murante Provide limits on salaries of administrative employees of political subdivisions

**Health and Human Services  
Room 1510 - 1:30 PM**

- LB800 Walz Provide and change strategic plan requirements for services for qualified persons with disabilities
- LB685 Blood Provide a funding priority for special-needs military dependents under the Developmental Disabilities Services Act
- LB793 Riepe Eliminate provisions relating to specialized services under the Developmental Disabilities Services Act

**Judiciary  
Room 1113 - 1:30 PM**

- LB688 Blood Provide for the possession, use, and application of sunscreen for children and students and provide immunity
- LB729 Wayne Allow claims arising out of misrepresentation or deceit under the Political Subdivisions Tort Claims Act and State Tort Claims Act
- LB780 Pansing Brooks Prohibit manufacture, import, transfer, and possession of multiburst trigger activators and firearm silencers
- LB849 Ebke Provide procedure for return of handguns temporarily taken into possession by law enforcement under Concealed Handgun Permit Act
- LB757 Morfeld Change provisions of the Credit Report Protection Act and the Financial Data Protection and Consumer Notification of Data Security Breach Act of 2006

**Natural Resources  
Room 1525 - 1:30 PM**

- Appointment Bird, Bradley - Nebraska Ethanol Board
- LB754 Brewer Authorize purchase of state park permits while registering a motor vehicle online

**Revenue  
Room 1524 - 1:30 PM**

- LB829 Erdman Adopt the Property Tax Relief Act
- LB899 Erdman Provide for an adjustment to the assessed value of destroyed real property

**Friday January 26, 2018**

**Health and Human Services  
Room 1510 - 1:30 PM**

LB838	Wishart	Change provisions relating to the Indoor Tanning Facility Act
LB717	Howard	Change training requirements under the Quality Child Care Act
LB701	Kolterman	Provide for telehealth practice by physicians and physician assistants
LB702	Kolterman	Change provisions relating to children's health care coverage and Nebraska IV-D child support program modification procedures

**Judiciary  
Room 1113 - 1:30 PM**

LB832	Wayne	Change definition of marijuana under the Uniform Controlled Substances Act
LB906	Williams	Change provisions relating to Schedule I controlled substances
LB931	Howard	Provide requirements for opiate prescriptions
LB933	Lindstrom	Provide prescription requirements for certain controlled substances
LB934	Kuehn	Require identification prior to receipt of dispensed opiates
LB970	Wayne	Change marijuana penalties as prescribed
LB971	Wayne	Change a penalty for possession under the Uniform Controlled Substances Act

**Nebraska Retirement Systems  
Room 1525 - 12:00 PM**

LB700	Kolterman	Change provisions relating to the state investment officer and investment and management of the University Trust Fund
Appointment		Conley, John - Nebraska Investment Council

**Revenue  
Room 1524 - 1:30 PM**

LB728	Wayne	Change individual income tax brackets and rates
LB804	Brasch	Include elementary and secondary schools in the Nebraska educational savings plan trust and change tax benefits
LB684	Blood	Change the Beginning Farmer Tax Credit Act

**Transportation and Telecommunications  
Room 2102 - 1:00 PM**

Appointment		Copple, David - Nebraska Highway Commission
Appointment		Gerdes, Mary K. - Nebraska Highway Commission

Appointment  
Appointment  
Appointment

Hawks, James W. - Nebraska Highway Commission  
Kindig, James - Nebraska Highway Commission  
Wolford, Greg - Nebraska Highway Commission

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# 2018 Legislative Session\*

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

Sun	Mon	Tues	Wed	Thur	Fri	Sat
<b>February</b>						
				1	2	3
				DAY 19	DAY 20	
4	5	6	7	8	9	10
	DAY 21	DAY 22	DAY 23	DAY 24	RECESS	
11	12	13	14	15	16	17
	DAY 25	DAY 26	DAY 27	DAY 28	RECESS	
18	19	20	21	22	23	24
	HOLIDAY	DAY 29	DAY 30	DAY 31	DAY 32	
25	26	27	28			
	DAY 33	DAY 34	DAY 35			

Sun	Mon	Tues	Wed	Thur	Fri	Sat
<b>March</b>						
				1	2	3
				DAY 36	RECESS	
4	5	6	7	8	9	10
	RECESS	DAY 37	DAY 38	DAY 39	DAY 40	
11	12	13	14	15	16	17
	DAY 41	DAY 42	DAY 43	DAY 44	RECESS	
18	19	20	21	22	23	24
	RECESS	DAY 45	DAY 46	DAY 47	DAY 48	
25	26	27	28	29	30	31
	DAY 49	DAY 50	DAY 51	DAY 52	RECESS	

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

## Federal & State Holidays

January 15 – Martin Luther King Jr. Day  
 February 19 - Presidents' Day

## Legislative Recess Days

January 12, 29  
 February 9, 16  
 March 2, 5, 16, 19, 30  
 April 2, 12, 13, 16, 17

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

# 2018 LEGISLATIVE COMMITTEES

## Standing Committees

Updated 11/20/17

### **Agriculture (8)**

***Rm. 2102 - Tuesday***

Brasch (C), Blood (VC), Albrecht, Chambers, Halloran, Krist, Lowe, Thibodeau

### **Appropriations (9)**

***Rm. 1524 - Monday & Tuesday***

***Rm. 1003 - Wednesday, Thursday, & Friday***

Stinner (C), Bolz (VC), Clements, Hilkemann, Kuehn, McDonnell, Vargas, Watermeier, Wishart

### **Banking, Commerce and Insurance (8)**

***Rm. 1507 - Monday & Tuesday***

Lindstrom (C), Williams (VC), Baker, Brewer, Harr, Kolterman, McCollister, Schumacher

### **Business and Labor (7)**

***Rm. 2102 - Monday***

Albrecht (C), Crawford (VC), Chambers, Halloran, Hansen, Howard, Lowe

### **Education (8)**

***Rm. 1525 - Monday & Tuesday***

Groene (C), Kolowski (VC), Ebke, Erdman, Linehan, Morfeld, Pansing Brooks, Walz

### **General Affairs (8)**

***Rm. 1510 - Monday***

Larson (C), Blood, Brasch, Krist, Quick, Riepe, Thibodeau, Wayne

### **Government, Military and Veterans Affairs (8)**

***Rm. 1507 - Wednesday, Thursday, & Friday***

Murante (C), Brewer (VC), Blood, Briese, Hilgers, Lowe, Thibodeau, Wayne

### **Health and Human Services (7)**

***Rm. 1510 - Wednesday, Thursday, & Friday***

Riepe (C), Erdman (VC), Crawford, Howard, Kolterman, Linehan, Williams

### **Judiciary (8)**

***Rm. 1113 - Wednesday, Thursday, & Friday***

Ebke (C), Pansing Brooks (VC), Baker, Chambers, Halloran, Hansen, Krist, Morfeld

### **Natural Resources (8)**

***Rm. 1525 - Wednesday, Thursday, & Friday***

Hughes (C), Bostelman (VC), Albrecht, Geist, Kolowski, McCollister, Quick, Walz

### **Nebraska Retirement Systems (6)**

***Rm. 1525 - At call of Chair***

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

### **Revenue (8)**

***Rm. 1524 - Wednesday, Thursday, & Friday***

Smith (C), Friesen (VC), Brasch, Groene, Harr, Larson, Lindstrom, Schumacher

### **Transportation and Telecommunications (8)**

***Rm. 1113 - Monday & Tuesday***

Friesen (C), Smith (VC), Bostelman, Briese, Geist, Hilgers, Hughes, Murante

### **Urban Affairs (7)**

***Rm. 1510 - Tuesday***

Wayne (C), Hansen (VC), Crawford, Howard, Larson, Quick, Riepe

## Select Committees

### **Committee on Committees (13)**

Vacant

#### District 1:

Kolterman

Morfeld

Pansing Brooks

Schumacher

#### District 2:

Harr

Hilkemann

Howard

Smith (VC)

#### District 3:

Erdman

Friesen

Groene

Kuehn

### **Enrollment and Review (1)**

Wishart (C)

### **Reference (9)**

Watermeier (C), Kuehn (VC), Bolz, Chambers, Crawford, Hughes, Larson, McCollister, Scheer, Stinner (nonvoting ex officio)

### **Rules (6)**

Hilgers (C), Schumacher (VC), Harr, Krist, Kuehn, Scheer (ex officio)

## Special Committees

### **Building Maintenance (6)**

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

### **Education Commission of the States (3)**

Groene, Larson, Morfeld

### **Executive Board of the Legislative Council (9)**

Watermeier (C), Kuehn (VC), Bolz, Chambers, Crawford, Hughes, Larson, McCollister, Scheer, Stinner (nonvoting ex officio)

### **Justice Reinvestment Oversight (5)**

Ebke (C), Bolz, Halloran, Krist, Pansing Brooks

### **Legislative Performance Audit (7)**

Kuehn (C), Geist (VC), Briese, Linehan, Scheer, Stinner, Watermeier, Friesen (non-voting), Lindstrom (non-voting)

### **Legislature's Planning (9)**

Schumacher (C), Vargas (VC), Hansen, Linehan, Riepe, Scheer, Stinner, Watermeier, Williams

### **Midwest Interstate Passenger Rail Compact (2)**

Quick, Walz

### **Midwestern Higher Education Commission (Midwest Compact) (2)**

Crawford, Kolowski

### **State-Tribal Relations (7)**

Brewer (C), Lindstrom (VC), Albrecht, Baker, Brasch, Quick, Vargas

**GREATER NEBRASKA SCHOOLS ASSOCIATION**  
**January 17, 2018**  
**MINUTES**

**School Districts Represented: 21**

**Members that signed in: 24**

Bellevue, Bennington, Columbus, Elkhorn, Fremont, Grand Island, Gretna, Hastings, Kearney, Lexington, Lincoln, Millard, Norfolk, Norris, North Platte, Omaha, Papillion La-Vista, Ralston, Schuyler, South Sioux City, and Westside.

**Welcome and Introductions**

President Mike Goos called the meeting to order at 9:30 a.m. and asked those in attendance to introduce themselves.

**NCSA Legislative Update**

Mike Dulaney and Kyle McGowan summarized the following bills:

**LB778 – Require voter approval for school district building fund levies (Groene)**  
Hearing complete.

**LB829 – Adopt the Property Tax Relief Act (Erdman)**  
Hearing scheduled before Revenue Committee on Thursday, January 25.

**LB851 – Limit supt and educational service unit administrator compensation (Linehan)**  
Hearing scheduled before Education Committee on Monday, January 22.

**LB944 – Provide, change, and eliminate provisions relating to appropriations and reduce appropriations (Scheer, at the request of the Governor)**  
Hearing scheduled before Appropriations Committee on Monday, January 22.

**LB947 – Adopt the Nebraska Property Tax Cuts and Opportunities Act, change income tax rates, and eliminate certain exemptions and credits (Smith, at the request of the Governor)**  
Referred to Revenue Committee.

**LB997 – Provide limits on salaries of admin employees of political subdivisions (Murante)**  
Hearing scheduled before Govt, Military & Veterans Affairs Committee on Thursday, January 25.

**LB1001 – Provide for a review of the financing of schools (Briese)**  
Referred to Education Committee.

**Treasurer's Report**

Treasurer Steve Joel presented the financial report. As of January 17, 2018, the balance in the checking account was \$33,257.69, and the balance in the Short Term Federal Investment Trust was \$75,545.69.

Hearing no questions or objections, it was moved by Papillion-La Vista and seconded by Hastings that the Treasurer's Report be approved as presented. All approved.

### **Legislative Committee Update**

Co-chairs Virgil Harden and Troy Loeffelholz reviewed the bills of interest to the education community. In addition to the bills reviewed by NCSA, the following bills were discussed:

**LB771 – Adopt the Child Hunger and Workforce Readiness Act (Walz)**

Hearing complete.

**LB911 – Adopt the School District Local Option Income Surtax Act (Bolz)**

Referred to Revenue Committee.

**LB850 – Require disclosure of the anticipated cost to a political subdivision to pay off its bonds (Linehan)**

Referred to Govt, Military and Veterans Affairs Committee.

### **Executive Director's Report**

Executive Director Rob Winter briefed the membership on the status of the proposal by Nebraskans United. He said their proposed bill will be introduced by Senator Briese and its two basic tenants are:

1. Fund K12 education in a sustainable manner
2. Provide property tax relief

Winter said GNSA has not committed to anything related to this bill. He indicated that Senator Briese is open to considering amendments.

In order for the Legislative Committee to develop the GNSA position on this bill, your district's Point of Contact will be asked to vote electronically on the GNSA website. Remember, no input will count as support. Notification to respond will come to the POC this weekend or early next week.

Winter announced that former Senator Al Davis is exploring the possibility of litigation against the State of Nebraska related to school funding. He is scheduled to speak to GNSA members today at 1:30 p.m. Please plan to stay if you are able.

### **Other Business**

A drawing for a GNSA pen and pencil set was won by Larry Grosshans of Norris.

The meeting was adjourned at 11:05 a.m.

**2018 NEBRASKA UNICAMERAL LEGISLATURE**  
**Alphabetical List**

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

*As of 10/19/2017*

<b>Senator</b>	<b>District</b>	<b>Capitol Phone</b>	<b>Room</b>	<b>City</b>
<b>Albrecht, Joni</b>	17	(402) 471-2716	2010	Thurston
<b>Baker, Roy</b>	30	(402) 471-2620	1208	Lincoln
<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>Brasch, Lydia</b>	16	(402) 471-2728	1022	Bancroft
<b>Brewer, Tom</b>	43	(402) 471-2628	1202	Gordon
<b>Briese, Tom</b>	41	(402) 471-2631	1120	Albion
<b>Chambers, Ernie</b>	11	(402) 471-2612	1302	Omaha
<b>Clements, Robert</b>	2	(402) 471-2613	1523	Elmwood
<b>Crawford, Sue</b>	45	(402) 471-2615	1016	Bellevue
<b>Ebke, Laura</b>	32	(402) 471-2711	1103	Crete
<b>Erdman, Steve</b>	47	(402) 471-2616	1529	Bayard
<b>Friesen, Curt</b>	34	(402) 471-2630	1110	Henderson
<b>Geist, Suzanne</b>	25	(402) 471-2731	1115	Lincoln
<b>Groene, Mike</b>	42	(402) 471-2729	1107	North Platte
<b>Halloran, Steve</b>	33	(402) 471-2712	1306	Hastings
<b>Hansen, Matt</b>	26	(402) 471-2610	1017	Lincoln
<b>Harr, Burke J.</b>	8	(402) 471-2722	2011	Omaha
<b>Hilgers, Mike</b>	21	(402) 471-2673	1404	Lincoln
<b>Hilkemann, Robert</b>	4	(402) 471-2621	2028	Omaha
<b>Howard, Sara</b>	9	(402) 471-2723	1012	Omaha
<b>Hughes, Dan</b>	44	(402) 471-2805	1210	Venango
<b>Kolowski, Rick</b>	31	(402) 471-2327	1018	Omaha
<b>Kolterman, Mark</b>	24	(402) 471-2756	2004	Seward
<b>Krist, Bob</b>	10	(402) 471-2718	1114	Omaha
<b>Kuehn, John L.</b>	38	(402) 471-2732	2000	Heartwell
<b>Larson, Tyson</b>	40	(402) 471-2801	1019	O'Neill
<b>Lindstrom, Brett</b>	18	(402) 471-2618	1401	Omaha
<b>Linehan, Lou Ann</b>	39	(402) 471-2885	1117	Elkhorn
<b>Lowe, John S., Sr.</b>	37	(402) 471-2726	1528	Kearney
<b>McCollister, John S.</b>	20	(402) 471-2622	1101	Omaha
<b>McDonnell, Mike</b>	5	(402) 471-2710	2107	Omaha
<b>Morfeld, Adam</b>	46	(402) 471-2720	1008	Lincoln
<b>Murante, John</b>	49	(402) 471-2725	1423	Gretna
<b>Pansing Brooks, Patty</b>	28	(402) 471-2633	1206	Lincoln
<b>Quick, Dan</b>	35	(402) 471-2617	1406	Grand Island
<b>Riepe, Merv</b>	12	(402) 471-2623	1402	Ralston
<b>Scheer, Jim</b>	19	(402) 471-2929	2103	Norfolk
<b>Schumacher, Paul</b>	22	(402) 471-2715	1124	Columbus
<b>Smith, Jim</b>	14	(402) 471-2730	1116	Papillion
<b>Stinner, John P.</b>	48	(402) 471-2802	1004	Gering
<b>Thibodeau, Theresa</b>	6	(402) 471-2714	1522	Omaha
<b>Vargas, Tony</b>	7	(402) 471-2721	1000	Omaha
<b>Walz, Lynne</b>	15	(402) 471-2625	1403	Fremont
<b>Watermeier, Dan</b>	1	(402) 471-2733	2108	Syracuse
<b>Wayne, Justin T.</b>	13	(402) 471-2727	1212	Omaha
<b>Williams, Matt</b>	36	(402) 471-2642	2015	Gothenburg
<b>Wishart, Anna</b>	27	(402) 471-2632	1308	Lincoln

**2018 NEBRASKA UNICAMERAL LEGISLATURE**  
**District List**

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

<b>District</b>	<b>Senator</b>	<b>Capitol Phone</b>	<b>Room</b>	<b>City</b>
1	<b>Watermeier, Dan</b>	(402) 471-2733	2108	Syracuse
2	<b>Clements, Robert</b>	(402) 471-2613	1523	Elmwood
3	<b>Blood, Carol</b>	(402) 471-2627	1021	Bellevue
4	<b>Hilkemann, Robert</b>	(402) 471-2621	2028	Omaha
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27	<b>Wishart, Anna</b>	(402) 471-2632	1308	Lincoln
28	<b>Pansing Brooks, Patty</b>	(402) 471-2633	1206	Lincoln
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32	<b>Ebke, Laura</b>	(402) 471-2711	1103	Crete
33	<b>Halloran, Steve</b>	(402) 471-2712	1306	Hastings
34	<b>Friesen, Curt</b>	(402) 471-2630	1110	Henderson
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48	<b>Stinner, John P.</b>	(402) 471-2802	1004	Gering
49	<b>Murante, John</b>	(402) 471-2725	1423	Gretna

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# Ralston Elementary School Counseling Program

— Kat Turco and Trevor O'Reilly —

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# Our Vision

The Ralston Elementary Counseling staff is dedicated to providing every student with the knowledge and skills necessary for academic success and personal growth. We are committed to helping each student reach their full potential in academics, careers, personal and social skills in school and beyond.

# Basic Role

- Classroom Guidance (35% Direct)

- Deliver a comprehensive school counseling program on personal/social, academic, and career development.
- Curriculum is based of American School Counselor Association (ASCA) competencies and indicators.

- Responsive Services (45% Direct)

- Assist students who need social/emotional help due to school or life crises in individual or small group setting.
- Help students create future plans and learn how to achieve their goals.

- External Support (20% Indirect)

- Inform students, parents, and other stakeholders in need of possible assistance that can be provided.
- Collaboration with social workers and psychologists as well as outside agencies
- SAT Meetings, CPS Referrals, Operation School Bell, professional development, Crisis Team and various others.

# Schedules

	Kat's Schedule	Trevor's Schedule
Monday	Wildewood (40%)	Meadows (40%)
Tuesday	Blumfield (40%)	Mockingbird (40%)
Wednesday	Wildewood	Karen Western (20%)
Thursday	Seymour (20%)	Mockingbird
Friday	Blumfield	Meadows

# Top Individual Counseling Concerns

1. Classroom behavior
2. Social or friendship skills
3. Home environment
4. Bullying
5. Self-Harm/Suicide threat

# Extending Resources

- Family Resource Center
- Referral from school staff
- Calling parents/stakeholders
- Programs in place
  - Operation School Bell
  - Thanksgiving Baskets
  - Christmas Families
  - NSEA Children's Fund
  - Backpack program

# Student Transition

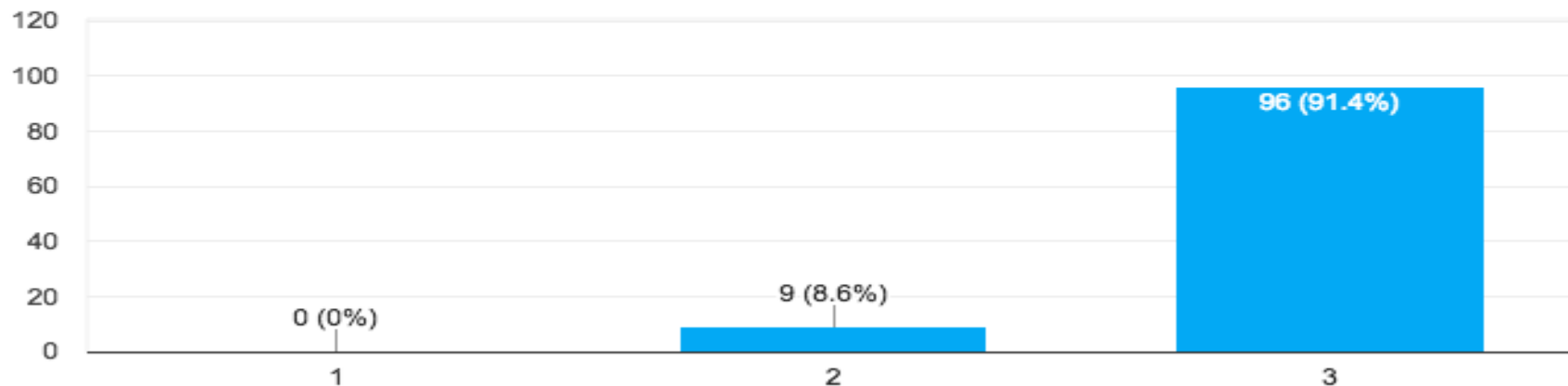
- Collaboration between counselors on students transitioning from schools within Ralston
- As needed, contact counseling departments in previous schools
- RMS counselor meets with each Elementary School Psych's and Counselors to discuss students and families with needs.
- 6th grade transition day to middle school



# Staff Survey- Individual Counseling

How necessary do you feel Individual Counseling is in your building?

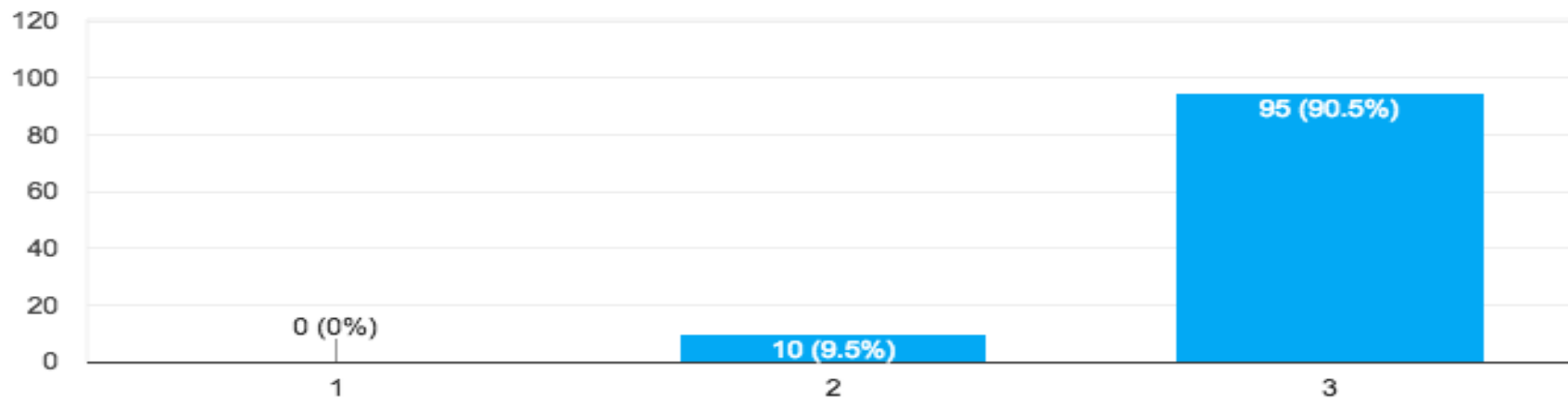
105 responses



# Staff Survey- Classroom Guidance

How necessary do you feel Classroom Guidance is in your building?

105 responses



# Staff Responses

“More time to meet with individual students on a regular basis.”

“I think it would be beneficial to have a School Counselor at our school more than 1 day a week.”

“Offer guidance to preschool too.”

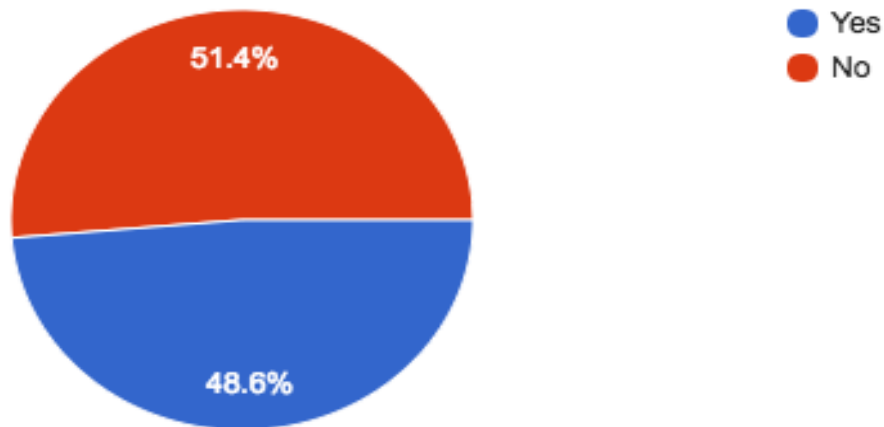
“I think it is great, but I would like it if counselors had more time to pull students who need to talk with them. I feel like they are overbooked.”

“Having weekly guidance classes would be very beneficial to students.”

# Student Responses

## 3. Have you seen the school counselor in their office?

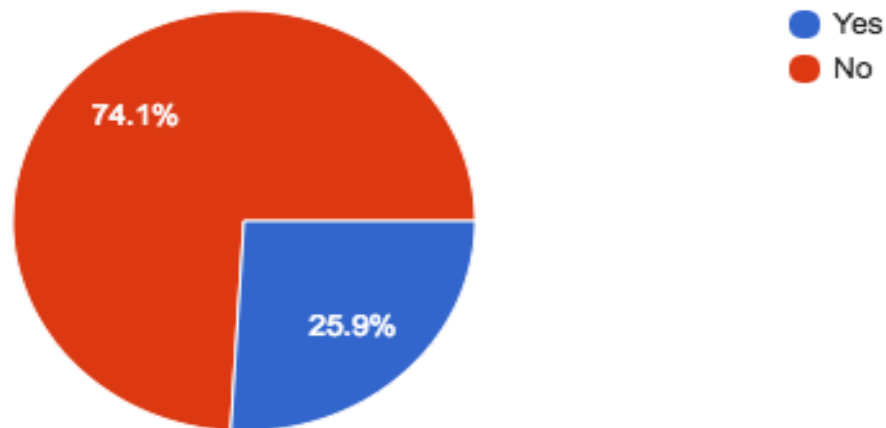
1,285 responses



# Student Responses

5. Are you able to see your counselor when you want to?

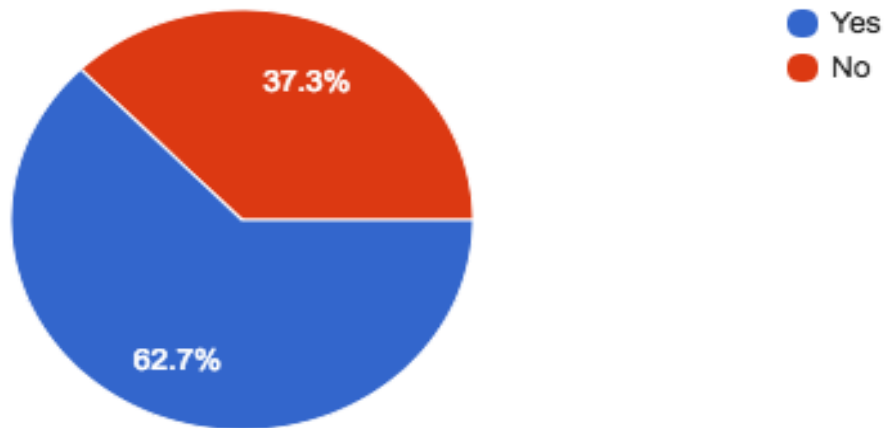
1,285 responses



# Student Responses

6. Has your counselor ever helped you solve a problem?

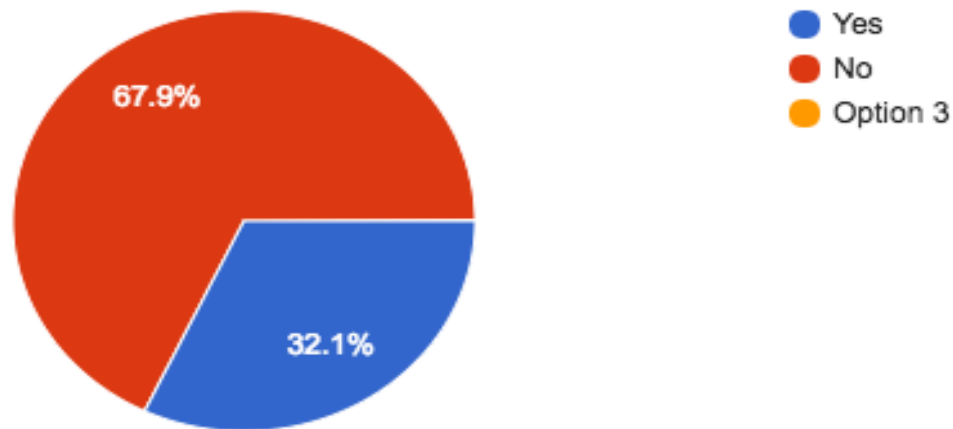
1,285 responses



# Student Responses

7. Have you been in a small group with the school counselor?

1,285 responses



Questions?

# Achievement Strategic Plan Update

## Ralston Public Schools

### School Improvement Goal

**All students will experience high levels of intellectual growth.**

- 65% of K-10th grade students will demonstrate at least one year's worth of academic growth in Reading and Math as measured by the NWEA MAP Growth
- 70% of K-10th grade students will demonstrate grade level proficiency in Reading, and Math as measured by the NWEA MAP Growth
- 11th grade students will reach a composite score one point above the state average on NSCAS (Junior) ACT

### Interventions

**AdvancEd Required Action Step 1:**

- Develop, implement with fidelity, and monitor a systematic PK-12 instructional framework that aligns standards to curriculum, identifies a few common research based interventions, and includes comprehensive assessment training.

**AdvancEd Required Action Step 2:**

- Develop systematic processes for collecting and analyzing achievement data to be used for improving student learning, instruction, and program effectiveness including an aligned professional development plan.

### Action Steps for 2017-2018

- **PK-12 Instructional Framework**
  - Provide professional development to staff on student engagement as part of MTSS Tier 1 Practices (3C)
  - Complete K-6 Learning Walks focused on Explicit Instruction Engagement Practices (3C)
  - Update principal evaluation to align with teacher evaluation process and add to the Teachpoint platform (*All Domains*)
  - Continue to build teacher and administrative capacity of the Framework for Teaching within the teacher evaluation model (*Domain 4*)
  - Develop MTSS Core Team to maintain alignment of MTSS structures across reading, math, behavior, and secondary teams (*Domain 3*)

- **PK-12 Curriculum Alignment**

- Implement new English Language Arts (7-12: Reading/Writing & K-6: Writing) standards and curriculum districtwide (*Domain 1*)
- Pilot math curriculum materials K-6, and complete math curriculum selection process for 7-12 (*Domain 1*)
- Initiate Science Curriculum Council work focused on learning about the new standards, developing a transition plan, and instructional shifts (*Domain 1*)
- Select and provide training on K-12 Physical Education curriculum materials and develop common assessments (*Domain 1*)
- Expand post-secondary credit and certification opportunities for students enrolled in Blueprint capstone programs (*Domain 1*)
- Explore sharing students with neighboring districts to offer CTE capstone opportunities to students not currently available at RHS (*Domain 4*)
- Establish Advisory Boards for Medical, Culinary and Education Academies at RHS (*Domain 4*)

- **K-6 Common Research Based Interventions**

- Provide training on an Early Intervention in Reading (EIR) Program (*Domain 1/3*)
- Develop presentation for Early Intervention in Reading (EIR) Program (*Domain 1/3*)
- Utilize Leveled Literacy Intervention (LLI) training presentation (*Domain 1/3*)

- **7-12 Common Research Based Interventions**

- Emphasize Tier 1 practices through PD and learning walks / peer coaching to increase student engagement (*3C*)
- Investigate Tier 2 and 3 intervention opportunities for 7-12 MTSS (*Domain 1*)
- Implement revised 9-12 ACT Prep opportunities (9-10 - Edgenuity MyPath; 11 - POINTS curriculum & ACT Online Prep; 12 - ACT Online Prep) (*Domain 2*)

- **PK-12 Comprehensive Assessment System**

- Provide training on the development of quality assessments to all staff (*1F/3D*)
- Continue to develop and finalize the Data Protocol by Assessment Type (*1D/3D*)
  - Continue to utilize the Assessment Calendar as integral component of data protocol resources
  - Develop and finalize data protocol for new students
  - Introduce data protocol resources to all staff
- Share and utilize the program evaluation tool (*Domain 1/4*)
- Develop training module for Fountas & Pinnell benchmark assessment and NWEA MAP Growth for districtwide use (*Domain 1/3D*)
- Pilot K-12 Math Common Assessments districtwide. Provide PLC training to staff K-6 on utilization of common assessments during PLC meetings. (*Domain 1/3D/3E/4D*)

**NWEA MAP Growth (K-10) -  
 Percent of Students Who Met Fall to Spring Projected Growth**

2014-2015	2015-2016	2016-2017
<u>K-8</u> Reading: 61% Math: 67%	<u>K-8</u> Reading: 56% Math: 60%  <u>K-10</u> Reading: 54% Math: 58%	<u>K-8</u> Reading: 56% Math: 60%  <u>K-10</u> Reading: 54% Math: 58%

**NWEA MAP Growth (K-10) -  
 Percent of Students Who Attained Grade Level Norms**

2016-2017 (Fall)	2016-2017 (Spring)	2017-2018 (Fall)	2017-2018 (Winter)
<u>K-10</u> Reading: 66% Math: 62%	<u>K-10</u> Reading: 67% Math: 64%	<u>K-10</u> Reading: 62% Math: 58%	<u>K-8</u> Reading: 63% Math: 58%

**ACT -  
 Composite Scores for Junior & Senior Cohorts**

<b>2015 Senior Cohort</b> Composite / State: 19.6 / 21.5 Reading: 20.3 Math: 18.8	<b>2016 Senior Cohort</b> Composite / State: 18.2 / 21.4 Reading: 18.7 Math: 17.5	<b>2017 Senior Cohort</b> Composite / State: 19.3 / 21.4 Reading: 19.6 Math: 18.5
<b>2015 Junior Cohort</b> Composite / State: 17.9 / NA Reading: 18.1 Math: 17.3	<b>2016 Junior Cohort</b> Composite / State: 19.1 / NA Reading: 19.4 Math: 18.5	<b>2017 Junior Cohort</b> Composite / State: 18.1 / 19.3 Reading: 18.5 Math: 17.8

**Spring 2017 Junior ACT -  
Percent of Students Meeting Expectations**

English Language Arts	Math	Science
48%	36%	47%

**Spring 2017 NeSA - English Language Arts (ELA), Math, Science -  
Percent of Students Proficient by Grade Level**

Grade	ELA	Math	Science
3	36%	63%	
4	49%	61%	
5	35%	64%	57%
6	43%	71%	
7	44%	60%	
8	44%	52%	67%
<b>All Grades / State</b>	42% / 51%	61% / 72%	62% / 70%

## Ralston Public Schools 2018-2019 Kindergarten-12<sup>th</sup> Grade Calendar

JULY 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 1-3 Winter Break
- 4 Flex Day a.m.
- 21 District In-service

- 3-7 New Teacher Orientation
- 8-10 Pre-Service Days
- 13 First Day PK, Kg,  
7 & 9 – 1:30 Dismissal
- 14 All Students

AUGUST 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

- 15 District In-service
- 18 President's Day/Comp Day  
For Conferences

- 3 Labor Day
- 21 District In-service All day

SEPTEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MARCH 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 14 End of 3<sup>rd</sup> Quarter
- 15 In-service/Collaborative  
Planning

- 17 End of 1<sup>st</sup> Quarter
- 18 District In-service/  
Collaborative Planning
- 19 Comp Day for Conferences

OCTOBER 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 15-19 Spring Break

- 21-23 Thanksgiving Break

NOVEMBER 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 24 Last Student Day/End of 4<sup>th</sup>  
Quarter
- 27 Memorial Day
- 28 Last Staff Day/Collaborative  
Planning

- 20 End of 2<sup>nd</sup> Quarter & 1<sup>st</sup>  
Semester
- 21 ½ Staff Collaborative  
Planning Day
- 21-31 Winter Break

DECEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- No School for Students  
or Staff
- No School for Students/  
Staff Reports

# DRAFT 1/9/18

## Ralston Public Schools 2019-2020 Kindergarten - 12th Grade Calendar

JULY 2019						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2020						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 1-2 Winter Break
- 3 ½ Day Collaborative Planning (Flex Day)
- 20 District In-Service

AUGUST 2019						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2020						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

- 14 District In-service
- 17 Comp Day for Conferences

SEPTEMBER 2019						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH 2020						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 12 End of 3rd Quarter
- 13 District In-Service/ Collaborative Planning

OCTOBER 2019						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2020						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 6-10 Spring Break

NOVEMBER 2019						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2020						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 22 Last Student Day
- 25 Memorial Day
- 26 Last Staff Day/ Collaborative Planning

DECEMBER 2019						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2020						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- Q1: 46
- Q2: 41
- Q3: 46
- Q4: 45

No School for Students/Staff Reports  
 No School for Students or Staff



**Superintendent Pay Transparency Notice—Proposed Contract or Amendment  
Ralston Public Schools**

Notice is hereby given that the Board of Education will consider a Superintendent employment contract. The estimated costs to the District for the contract are:

**Fill In Highlighted Items, if applicable:**

Year 1

2019-20

	Employer Share	Miscellaneous
Annual Salary	\$190,000.00	
Annual Pay for Performance	\$10,000.00	Total Amount will depend on the extent to which the Superintendent has met the goals established by the Board.
SS*	7,254.00	Adjust if salary exceeds \$117,000.
Medicare - 1.45%	2,900.00	
Retirement - 9.8778%	19,755.60	
Annuity	9,000.00	
NCSA Dues	335.00	
AASA Dues	447.00	
Fringe Benefit/Cafeteria Plan Stipend		
Health Insurance	18,740.64	
Dental Insurance	344.04	
LTD * (% rate of salary+benefits)   0.36	752.70	
Life	273.60	
Cell Phone	600.00	
Relocation Reimbursement		
Car Allowance	7,500.00	
<b>Total Cost to School District</b>	<b>\$257897.54 - \$267897.54</b>	<b>Total Cost to School District will depend on the amount of the Performance Bonus earned, if any.</b>

\*At B20, you must insert the correct LTD rate for the School District.

**Fill In Highlighted Items, if applicable:**

Year 2

2020-2021

	Employer Share	Miscellaneous
Annual Salary	\$190,000.00	
Annual Pay for Performance	\$10,000.00	Total Amount will depend on the extent to which the Superintendent has met the goals established by the Board.
SS*	7,254.00	Adjust if salary exceeds \$117,000.
Medicare - 1.45%	2,900.00	
Retirement - 9.8778%	19,755.60	
Annuity	9,000.00	
NCSA Dues	335.00	
AASA Dues	447.00	
Fringe Benefit/Cafeteria Plan Stipend		
Health Insurance	18,740.64	
Dental Insurance	344.04	
LTD * (% rate of salary+benefits)   0.36	752.70	
Life	273.60	
Cell Phone	600.00	

Relocation Reimbursement		
Car Allowance	7,500.00	
<b>Total Cost to School District</b>	<b>\$257897.54 - \$267897.54</b>	<b>Total Cost to School District will depend on the amount of the Performance Bonus earned, if any.</b>

\*At B44, you must insert the correct LTD rate for the School District.

**Fill In Highlighted Items, if applicable:**

Year 3

2021-2022

	Employer Share	Miscellaneous
Annual Salary	\$190,000.00	
Annual Pay for Performance	\$10,000.00	Total Amount will depend on the extent to which the Superintendent has met the goals established by the Board.
SS*	7,254.00	Adjust if salary exceeds \$117,000.
Medicare - 1.45%	2,900.00	
Retirement - 9.8778%	19,755.60	
Annuity	9,000.00	
NCSA Dues	335.00	
AASA Dues	447.00	
Fringe Benefit/Cafeteria Plan Stipend		
Health Insurance	18,740.64	
Dental Insurance	344.04	
LTD * (% rate of salary+benefits)	0.36	
Life	273.60	
Cell Phone	600.00	
Relocation Reimbursement		
Car Allowance	7,500.00	
<b>Total Cost to School District</b>	<b>\$257897.54 - \$267897.54</b>	<b>Total Cost to School District will depend on the amount of the Performance Bonus earned, if any.</b>

\*At B68, you must insert the correct LTD rate for the School District.

**SUPERINTENDENT'S CONTRACT OF EMPLOYMENT 2018-21**  
**RALSTON PUBLIC SCHOOLS**

**THIS CONTRACT** is made by and between the Board of Education of Ralston Public Schools, legally known as Douglas County School District 28-0054, (“the Board” and “the school district” respectively), and Dr. Mark Adler (“the Superintendent”).

**WITNESSETH:** In accordance with action taken by the Board as recorded in the minutes, the Board agrees to employ the Superintendent, and the Superintendent agrees to accept such employment, subject to the terms and conditions set forth herein. This contract shall supersede all previous contracts.

**Section 1. Term of Contract.** The Board shall employ the Superintendent for a period of three years beginning on **July 1, 2018**, and ending on **June 30, 2021**. References in this contract to "contract year" shall mean the period from July 1<sup>st</sup> through June 30<sup>th</sup> and shall consist of all days except Saturdays, Sundays, and legal holidays.

**Section 2. Base Salary and Other Compensation.** The Superintendent’s base salary for the 2018-19, 2019-20, and **2020-21** contract terms shall be \$190,000.00 which shall be paid in 12 equal monthly installments beginning in the month of July, **2018**. The Board shall provide the Superintendent an annuity in the amount of \$9,000.00. The Superintendent may earn performance pay of as much as \$10,000 each contract year. The Board shall award performance pay at the end of the contract year based upon its judgment whether and to what extent the Superintendent met the performance pay criteria that the Board established at the beginning of that contract year. The Board shall pay the performance pay in a lump sum after awarding it. The Board shall pay the net salary and make contributions to the Superintendent’s annuity in equal installments in accordance with its policy governing payment of the professional staff employees of the District. During the term of the contract, the Board shall not reduce the Superintendent's base salary, annuity, fringe benefits, or other benefits, but may increase any or all of them as an amendment hereto without such amendment constituting a new contract, requiring a hearing, or extending the term of this contract.

**Section 3. Renewal or Amendment of Contract.** The term of this contract is set forth in paragraph 1. Each year, the Board shall consider at or before its December meeting, whether to extend the term of the contract for an additional year. Board action to consider the amendment or nonrenewal of the contract shall follow statutory procedures for such actions. It shall be the Superintendent’s duty to place the extension of his contract on the agenda for the December board meeting.

**Section 4. Professional Status.** The Superintendent affirms that he is not under contract with any other school board or board of education covering any part or all of the same term provided in this contract. Throughout the contract term, he will hold a valid and appropriate certificate to act as a superintendent of schools in the State of Nebraska which he will register and maintain on file in the central administrative office of the school district. This contract shall not be valid prior to the date that he registers his

certificate and the Board will not compensate him for any services performed prior to that date.

**Section 5. *Superintendent's Duties.*** The Superintendent's duties shall be as prescribed by statute and by Board policies, rules, regulations and directives. The Superintendent agrees to devote his full time, skill, labor and attention to his duties throughout the contract term. He shall be subject to the direction and control of the Board at all times and shall perform such administrative duties as the Board may assign him from time to time. By agreement with the Board, he may undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations so long as they do not interfere with carrying out his duties and obligations to the school district. Provided, Board approval shall not be required for such work which the Superintendent performs during his vacation time.

**Section 6. *Board-Superintendent Relationship.*** The Board shall be primarily responsible for formulating and adopting Board policy. The Superintendent shall be the chief administrative officer for the district and shall be responsible for implementing Board policy. He shall organize, reorganize, and arrange the administrative and supervisory staff, and select, place and transfer personnel with the concurrence of the Board. He is responsible for administering the instruction of students and the business affairs of the school district. The Board members agree, individually and collectively, to promptly refer all criticisms, complaints, and suggestions called to their attention to the Superintendent for action, study and/or recommendation, as appropriate.

**Section 7. *Cancellation or Mid-Term Amendment.*** The Board may cancel or amend this contract during its term for any of the following reasons: (a) the cancellation, termination, revocation, or suspension of the Superintendent's certificate (Nebraska Administrative and Supervisory Certificate, or the Nebraska Professional Administrative and Supervisory Certificate) by the State Board of Education; (b) any of the reasons set forth in this contract; (c) the breach of any of the material provisions of this contract; (d) incompetence; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination, including the failure to carry out or enforce Board decisions and policies; (h) immoral conduct or conduct involving moral turpitude; (i) physical or mental incapacity; (j) intemperance; (k) conviction of a felony; or (l) any conduct that substantially interferes with the Superintendent's continued performance of his duties. The procedures for cancellation and amendment shall be in accordance with state statutes.

**Section 8. *Disability.*** If the Superintendent is unable to perform his duties by reason of illness, accident or other disability beyond his control, and the disability continues for more than 180 days, or if it is irreparable or permanent as determined by two physicians selected by the Board, or of such a nature as to make performance of his duties impossible, the Board may initiate action to cancel this contract, whereupon the respective rights, duties and obligations of the parties hereunder shall terminate, with the exception of any benefits to be paid to the Superintendent under any insurance coverage furnished by the district.

**Section 9. *Transportation.*** The Board shall provide the Superintendent with a car allowance of \$7,500.00 per contract year and shall reimburse the Superintendent for mileage required in the performance of his official duties at a rate approved by the Board.

**Section 10. *Fringe Benefits.*** The Board shall provide the Superintendent with the fringe benefits that are set forth in the Administrative Handbook (Certified Administrators Salary and Fringe Benefits) which is incorporated herein as if set forth in full.

**Section 11. *Deductions.*** This contract shall conform to the statutes and regulations governing deductions from compensation. The school district may withhold other deductions as the Superintendent and Board may agree.

**Section 12. *No Penalty for Release or Resignation.*** There shall be no penalty for release or resignation by the Superintendent from this contract; provided no resignation shall become effective until expiration of the contract unless accepted by the Board, and the Board shall fix the time at which the resignation shall take effect.

**Section 13. *Compensation upon Termination and Credit for Accrued Vacation.*** Upon lawful termination of this contract for any reason, the compensation to be paid hereunder shall be an amount which bears the same ratio to the annual salary specified as the number of months or fraction thereof to the date of such termination bears to the 12 months in the annual salary period in which termination occurs. The Superintendent shall refund any portion of the salary paid but not earned, prior to the date of termination of this contract. He shall be paid for any unused vacation days at the daily compensation rate.

**Section 14. *Evaluation.*** The Board shall evaluate the Superintendent at least once each year no later than the board's June monthly meeting. The Superintendent shall remind the Board members in writing at least 45 days before the date of each upcoming evaluation and provide them with documentation to support their effort of evaluation. This documentation may be in addition to other materials requested by the Board to support the evaluation effort.

**Section 15. *Legal Actions.*** If any legal action, including but not limited to a professional practice complaint, is threatened or filed against the Superintendent as a result of the Superintendent's good faith performance of his duties for the Board, the Board shall pay the expenses of defending such legal action to the maximum extent permitted by law. Notwithstanding anything herein to the contrary, this section shall not apply to legal actions, including, but not limited to professional practice complaints, initiated by the Board against the Superintendent.

**Section 16. *Physical or Mental Examination.*** The Board may require the Superintendent to undergo a physical or mental examination by a physician, psychiatrist and/or psychologist of the Board's choosing. In deference to the requirements of the Americans with Disabilities Act and HIPAA, the physician's, psychiatrist's or

psychologist's report to the Board must address whether the Superintendent is able to perform the "essential functions" of his position.

**Section 17. *Governing Laws.*** The parties shall be governed by all applicable state and federal laws, rules, and regulations in performance of their respective duties and obligations under this contract.

**Section 18. *Amendments to be in Writing.*** This contract may be modified or amended only by a writing duly authorized and executed by the superintendent and the board.

**Section 19. *Severability.*** If any portion of this contract shall be declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforcement of its remaining provisions.

IN WITNESS WHEREOF, the parties have executed this contract on the dates indicated below.

Executed by the Board this \_\_\_ day of **January, 2018**.

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

\_\_\_\_\_  
Secretary, Ralston Board of Education

Executed by the Superintendent this \_\_\_ day of **January, 2018**.

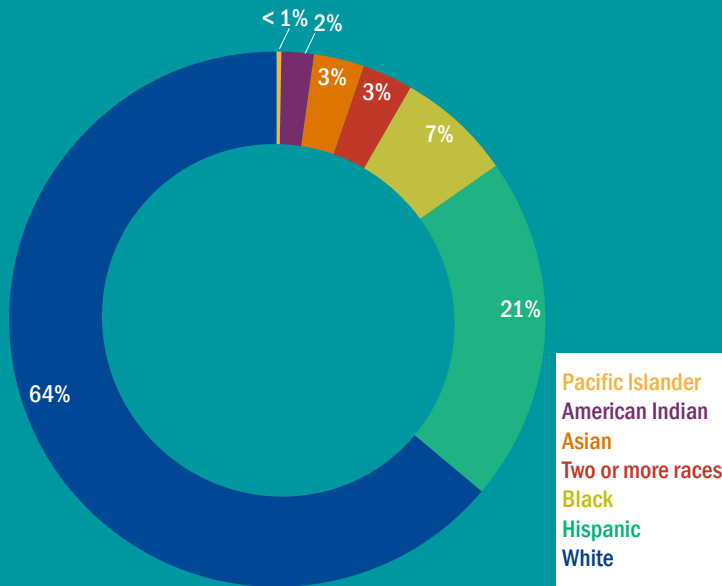
\_\_\_\_\_  
Superintendent

# EARLY CHILDHOOD PROGRAMS AT A GLANCE

SNAPSHOTS OF QUALITY OUTCOMES IN DISTRICT OPERATED PROGRAMS | 2016-17



## DEMOGRAPHICS & KID COUNT



Nebraska children have access to a variety of early childhood programs, including school district operated programs, Head Start, licensed child care facilities, etc.

Regardless of where these children attend early childhood programs, high quality is an important attribute in order to have positive impacts on the child's future. Many of Nebraska's schools operate early childhood programs that must meet higher standards than those required of licensed providers.

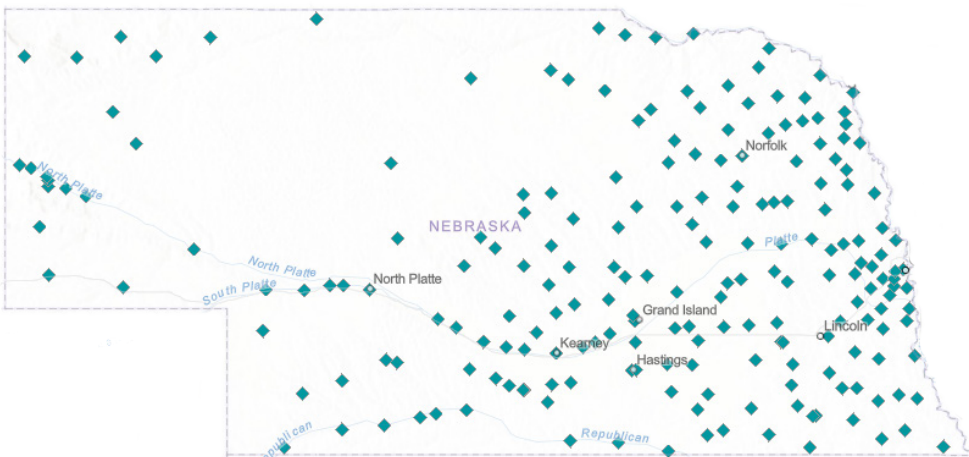
This report describes the Nebraska school district or Educational Service Unit programs by sharing where the children are being served, who those children are, the results of the program's assessments to ensure high quality, and how the children are doing in those programs.

**18,558**

children are being served in district operated prekindergarten programs.

Which equals **14%** of Nebraska children birth to five based on 2016 US Census data.

**73%** of children being served fall into at least one at-risk category.



**86%** of Nebraska school districts provide prekindergarten programs for children ages birth to five. This includes 4 ESUs that provide services for 7 districts.

Prekindergarten programs in school districts include center-based, home-based, and/or special education services for children on IEPs or IFSPs from birth to five.



# BIRTH-AGE 2

**4,619** children birth through age 2 are served by Nebraska public school districts. In home-based models, home visitors meet with children and their families inside their homes to provide development and educational activities. In center-based models, children come to a site with certified teachers for their care and education. The programs are observed to measure the quality of the environment, interactions, and family engagement.

Children are assessed across six developmental areas of learning using Teaching Strategies GOLD. The widely held expectations frame the expected growth of typically developing children.

**93%** of families were highly engaged during the assessed home visits.

**100%** of center-based classrooms met the quality benchmark for emotional and behavioral support in the infant/toddler classrooms.

**67%** of classrooms met program benchmarks for overall quality.



**78%** of children met or exceeded widely held expectations across all developmental areas.



# 3 TO 5

**13,939** children ages 3 to 5 are served by Nebraska public school districts. Children receive their care and education from certified teachers. Classrooms are observed using tools to measure the quality of the environments and interactions.

Children are assessed across six developmental areas of learning using Teaching Strategies GOLD. The widely held expectations frame the expected growth of typically developing children.

**90%** of classrooms achieved good to excellent scores in emotional support.

**70%** of classrooms achieved good to excellent scores in the area of language development.

**63%** of classrooms received good to excellent quality interaction scores.



**77%** of children met or exceeded widely held expectations across all developmental areas.



# KINDERGARTEN ELIGIBLE

**8,583** children were eligible to attend kindergarten in August 2017.

**78%** of children met or exceeded widely held expectations for kindergarten.



Want to learn more?

Visit <https://www.education.ne.gov/wp-content/uploads/2018/01/ECE-Long-Report-16-17.pdf> to view the full 2016-17 Early Childhood Report



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# Early Childhood Education

In Nebraska Public School District,  
Educational Service Unit and Head Start Programs



**2016-2017 State Report**

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Evaluation Report  
prepared by  
Nebraska Department of Education, Office of Early Childhood  
In collaboration with  
Barbara Jackson, Ph.D.  
Interdisciplinary Center of  
Program Evaluation  
The University of Nebraska  
Medical Center's  
Munroe-Meyer Institute: A University Center of Excellence for Developmental Disabilities

\*Supported (in part) by grant T73MC00023 from the Maternal and Child Health Bureau, Health Resources and Services Administration,  
Department of Health and Human Services.

\*Supported in part by grant 90DD0601 from the Administration on Developmental Disabilities  
(ADD), Administration for Children and Families,

Department of Health and Human Services

## SUPPORTING CHILDREN'S SUCCESS

The Early Childhood Education Program—Birth through Age 5 (B-5) included all children who were part of Nebraska public education programs that were supported through the blending of multiple funding sources. Comprehensive early childhood education programs operated by Nebraska public school districts (hereafter referred to as districts) or Educational Service Units (ESUs) supported the learning and development of children B-5 across home and center-based settings including Sixpence programs. Many of these full or half-day center-based programs received support through partnerships with community agencies.

Districts and ESUs served children who represented a full range of abilities, languages, and economic diversity of families within the community. The purpose of the Early Childhood Program was to provide high quality early childhood education experiences that empower children to reach their full potential and increase the likelihood of their later success in school.

### PROGRAM FEATURES THAT CONTRIBUTE TO QUALITY

NDE requirements for Early Childhood programs included:

- Use of developmentally appropriate curriculum and authentic assessment
- Inclusive programs and services
- Attention to research-based elements of effective programs
- Teachers in classrooms hold a Nebraska teaching certificate with an approved early childhood endorsement.
- Teachers in home-based Early Intervention and Early Childhood Special Education Programs hold a Nebraska teaching certificate with an approved endorsement.
- Staff in home visiting programs hold a degree in early childhood education, early childhood special education, social work, nursing or related field.
- Home-school-community partnerships



## INTEGRATED FUNDS EXPANDED EARLY CHILDHOOD SERVICES

Nebraska early childhood programs were funded with multiple sources. In 2016-17, over 88 million dollars supported ECE programs. Federal dollars accounted for the majority of Early Childhood Education funds and were provided through IDEA, Head Start, Title 1 Part A, and Title 1 Migrant. State sources of funding were provided through early childhood grants for ages three through five, state aid, lottery funds, and general funds. Local district funds as well as parent fees were included in local funding sources. Districts also received funding from the Early Childhood Education Endowment Fund.



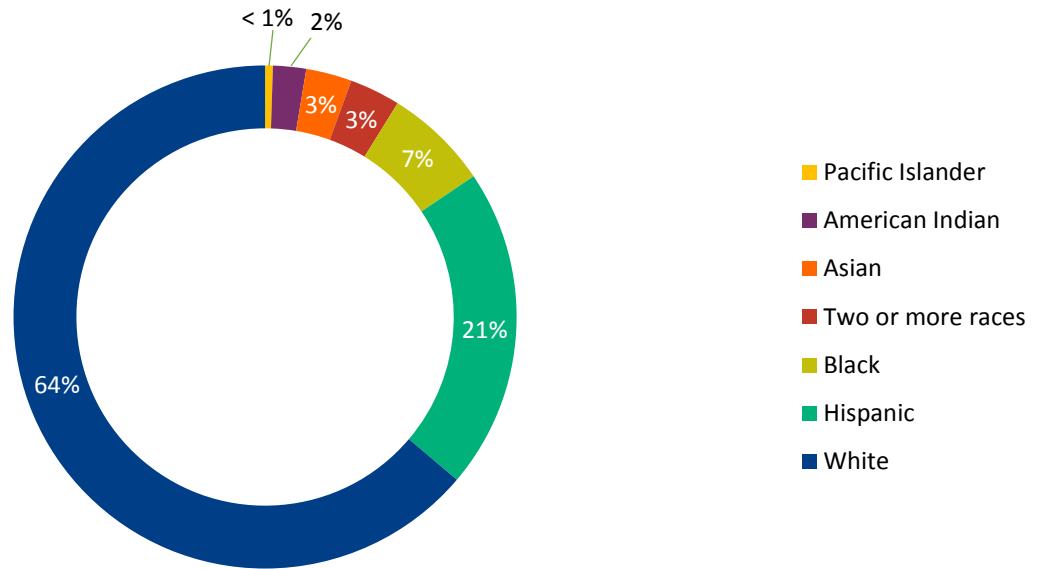
## EARLY CHILDHOOD EDUCATION PROGRAMS AT A GLANCE

Program Type	Kid Count	Percent
NDE Grant Funded Early Childhood Education Programs	2044	11%
NDE non-Grant Funded Early Childhood Education Programs	10820	58%
Early Childhood Birth to Age 3 Endowment Grant Program	1068	6%
Home-based Early Childhood Education Program	196	1%
SPED ONLY	4430	24%
<b>Total</b>	<b>18,558</b>	<b>100%</b>

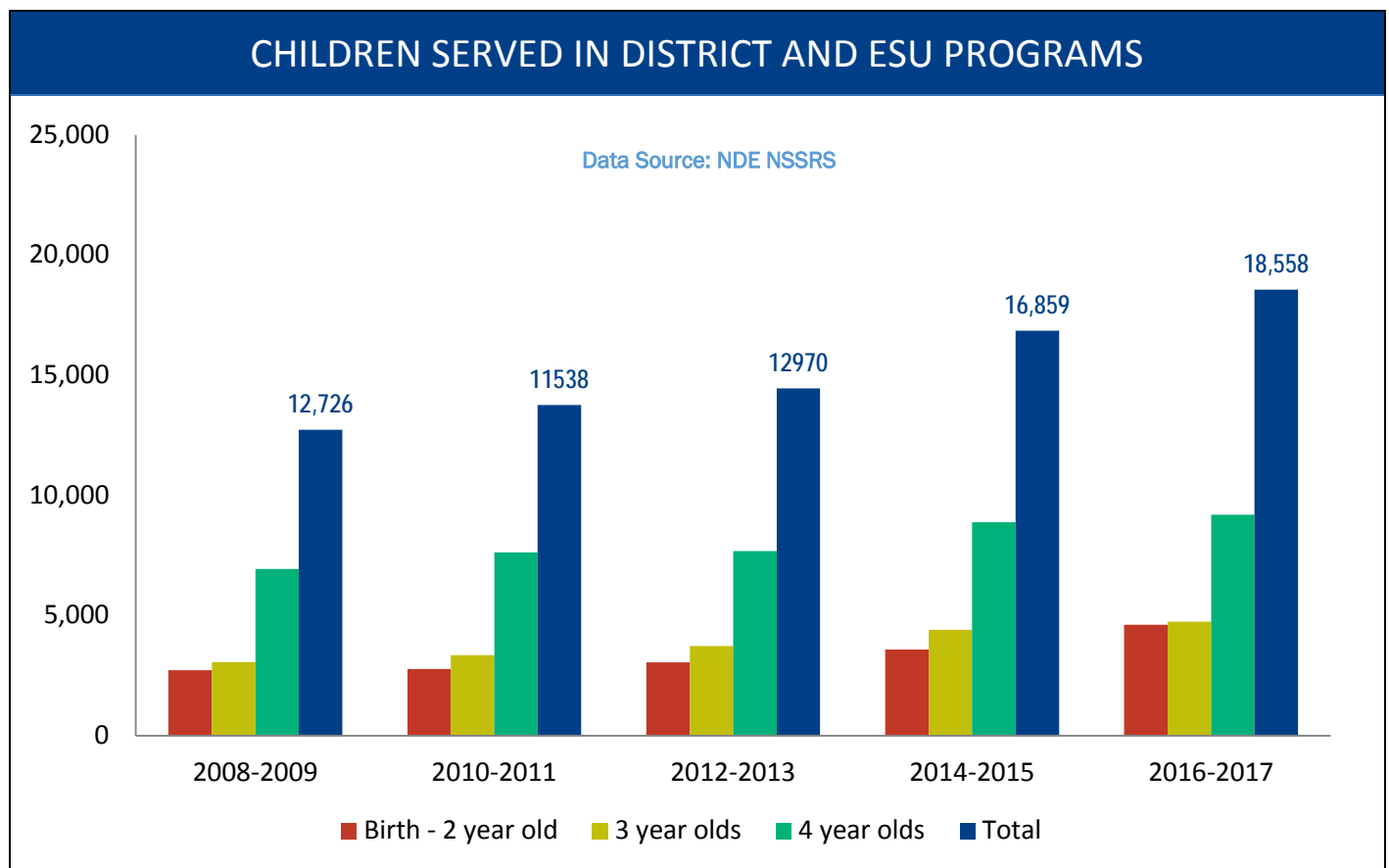
Nebraska school districts and ESUs provided early childhood programs and services to 18,558 children, aged birth to five. Of the total number of children served:

- 7,933 - 43% qualified for Free and Reduced Lunch
- 448 - 2% were English Language Learners
- 8,306 - 45% had an IEP or IFSP

## DEMOGRAPHICS OF CHILDREN IN DISTRICT & ESU PROGRAMS



Longitudinal data was reviewed to track the pattern of children served by district and ESU operated programs across ages. Previously, only center based and home based program numbers were included in the number of children served in district and ESU programs. These presented a different picture as the children receiving Special Education services only were not included. The *Children Served in District and ESU Programs* graph represents all three groups of programs and the children served in home based, center based and Special Education only. The numbers reflect all those children from 2008-09 through 2016-17. Previous reports indicated a higher percentage of increases across years for children; the current numbers more accurately reflect the increases. Since 2008, there has been a 46% increase in the total number of children served. Each age group has seen a steady increase over the past 9 years: Birth to 2-year-old (69% increase), 3 year olds (55% increase) and 4 year olds (33% increase).



## RESULTS MATTER IN NEBRASKA: A COMPREHENSIVE ACCOUNTABILITY

Results Matter in Nebraska is a child, family, and program outcomes measurement system designed and implemented to improve programs and supports for all young children birth to age five, served through districts, ESUs, the Early Development Network (EDN), Early Head Start, Head Start, Tribal and Migrant seasonal Head Start programs, and community partners. Child, family, and program outcome data is used to inform early childhood program practices and policy.

### PROGRAM OUTCOMES

Quality early childhood education programs have been linked to immediate, positive developmental outcomes, as well as long-term positive academic outcomes (Campbell & Pungello, 2012). Nebraska promotes quality programs through ongoing training and technical assistance.

Program quality is measured through onsite observations. The assessment tools used measure how the classroom environment supports children’s physical, cognitive, social-emotional, language and literacy development.

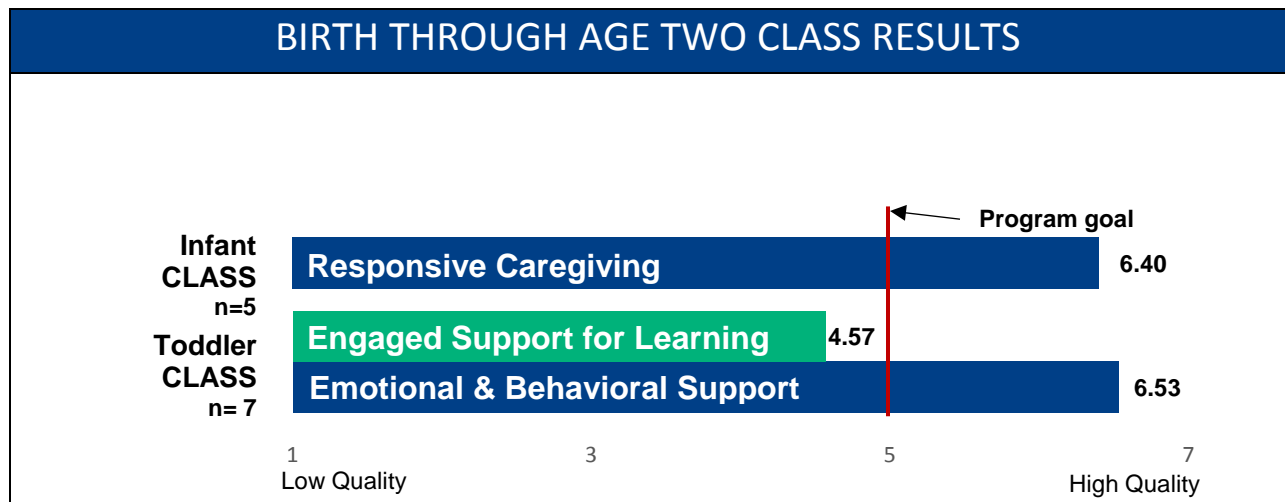
#### QUALITY MEASURES FOR SIXPENCE INFANT AND TODDLER PROGRAMS

Two tools were chosen to evaluate the quality of Sixpence classrooms, the Classroom Assessment Scoring System (CLASS) and the Infant/Toddler Environment Rating Scales-Revised (ITERS-R). The CLASS “is a rating tool that provides a common lens and language focused on what matters—the classroom interactions that boost student learning” (LaParo, Hamre, & Pianta, 2012). The ITERS-R assesses classroom quality with a focus on classroom structure, activities, and play materials.

This report included highlights from the Sixpence Classroom results. The complete Sixpence Report and analysis can be accessed at <http://www.singasongofsixpence.org>.

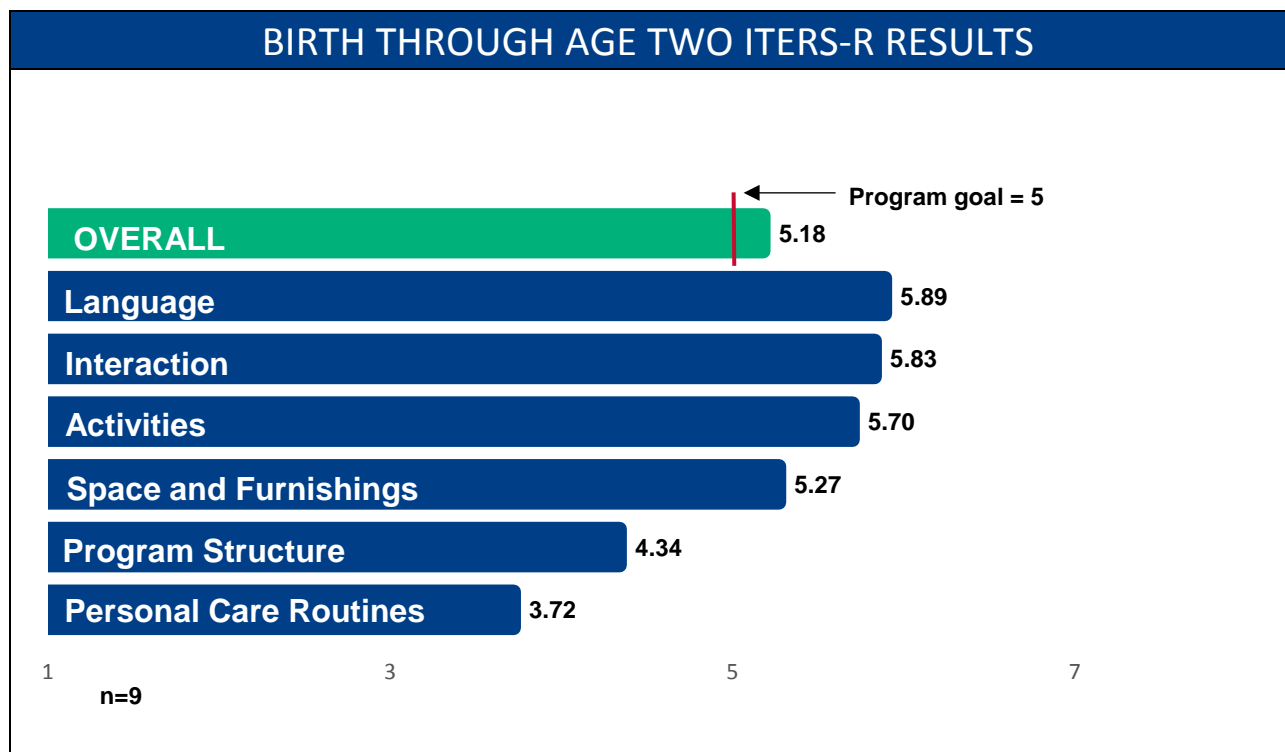
## Classroom Assessment Scoring System (CLASS) Results

CLASS scoring was based on a one-hour videotape of classroom interactions. Both the Infant and Toddler CLASS rate teacher-child relationships based on social-emotional supports. The Toddler CLASS has an additional domain, Engaged Support for Learning, which measures how teachers engage children in discovery, promote critical thinking, and provide rich language experiences. Scoring is based on a 7-point scale with 7 indicating highest quality. The quality program benchmark is a score of 5 or higher. The CLASS results for the 12 classrooms are presented below.



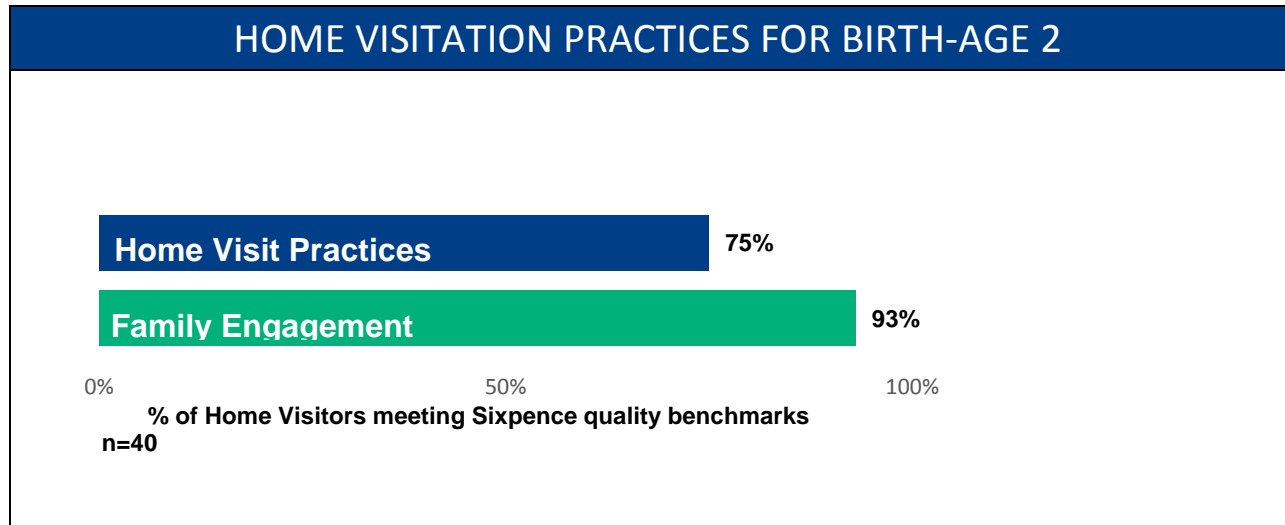
## Infant/Toddler Rating Scales-Revised (ITERS-R) Results

The ITERS-R assessment was conducted in classrooms with a new teacher or a new setting, or in classrooms that had not met the quality benchmark in the previous year. The ITERS-R is based on a three-hour, in-person observation. Scoring is based on a 7-point scale with 7 indicating highest quality in each of the six subscales. The Space and Furnishings subscale considers the space, furniture, room arrangement, and provisions for comfort. Personal Care Routines includes meals, toileting/diapering, nap time, and health and safety practices. Listening and Talking, which focuses on language, also encompasses the use of books. The Activities subscale consists of materials and activities provided in eleven areas including fine motor, sand and water play, and promoting diversity. Discipline, supervision, and interactions between children and adults are under Interaction. Program Structure examines the classroom schedule, free play, and provisions for children with disabilities. The following graph shows ITERS-R subscale and overall averages for nine classrooms. The program goal is a score of 5 overall.



## The Home Visit Rating Scales-Adaptive and Extended (HOVRS-A+ v.2.1)

The HOVRS-A+ v.2.1 assesses the quality of family engagement sessions based on a video recording of a home visit. HOVRS-A+ v.2.1 is scored on a 7 point scale, with 7 indicating high quality home visitation practices. The HOVRS-A+ v.2.1 results are reported in two domains. The first, Home Visit Practices, measures the home visitor's responsiveness to the family and how the visitor facilitates parent-child interaction, builds relationships with the family, and uses non-intrusive approaches. The second domain, Family Engagement, measures parent-child interaction, and the level of parent and child engagement within the activities of the home visit.



## QUALITY MEASURES FOR THREE TO FIVE YEAR-OLD PROGRAMS

The Early Childhood Environment Rating Scale-3 (ECERS-3) and Classroom Assessment Scoring System (CLASS) were used to evaluate the overall quality of Pre-k programs.

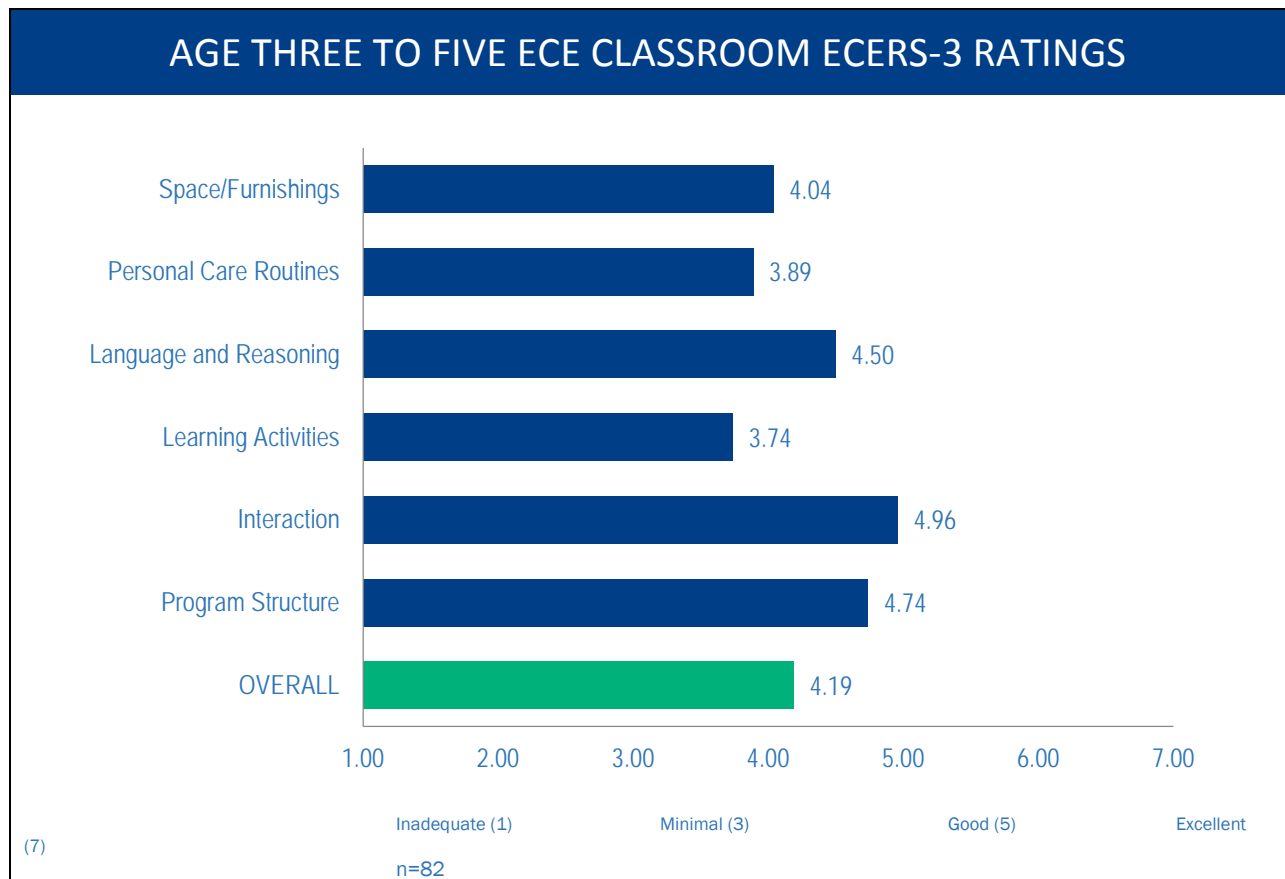
The ECERS-3 is an observational assessment of 43 items across seven subscales, designed to assess center-based programs for children 3 ½ -5 years of age. The program standard of quality is a rating of five across all seven subscales (based on a 7-point scale with 7 = excellent). The ECERS-3 rates seven areas: Space and Furnishings, Personal Care Routines, Language and Reasoning, Learning Activities, Interaction, Program Structure.

The CLASS is an observational tool designed to measure the interactions between teachers and Pre-K students and how those interactions affect student learning. The CLASS is divided into three broad domains to measure the interactions between teachers and students: Emotional Support, Classroom Organization, and Instructional Support. Each Domain is scored on a 7-point scale with 7 = excellent.

NDE selected the district classrooms in which observations were conducted. Districts were able to decide which observation tool, ECERS-3 or CLASS, would be used.

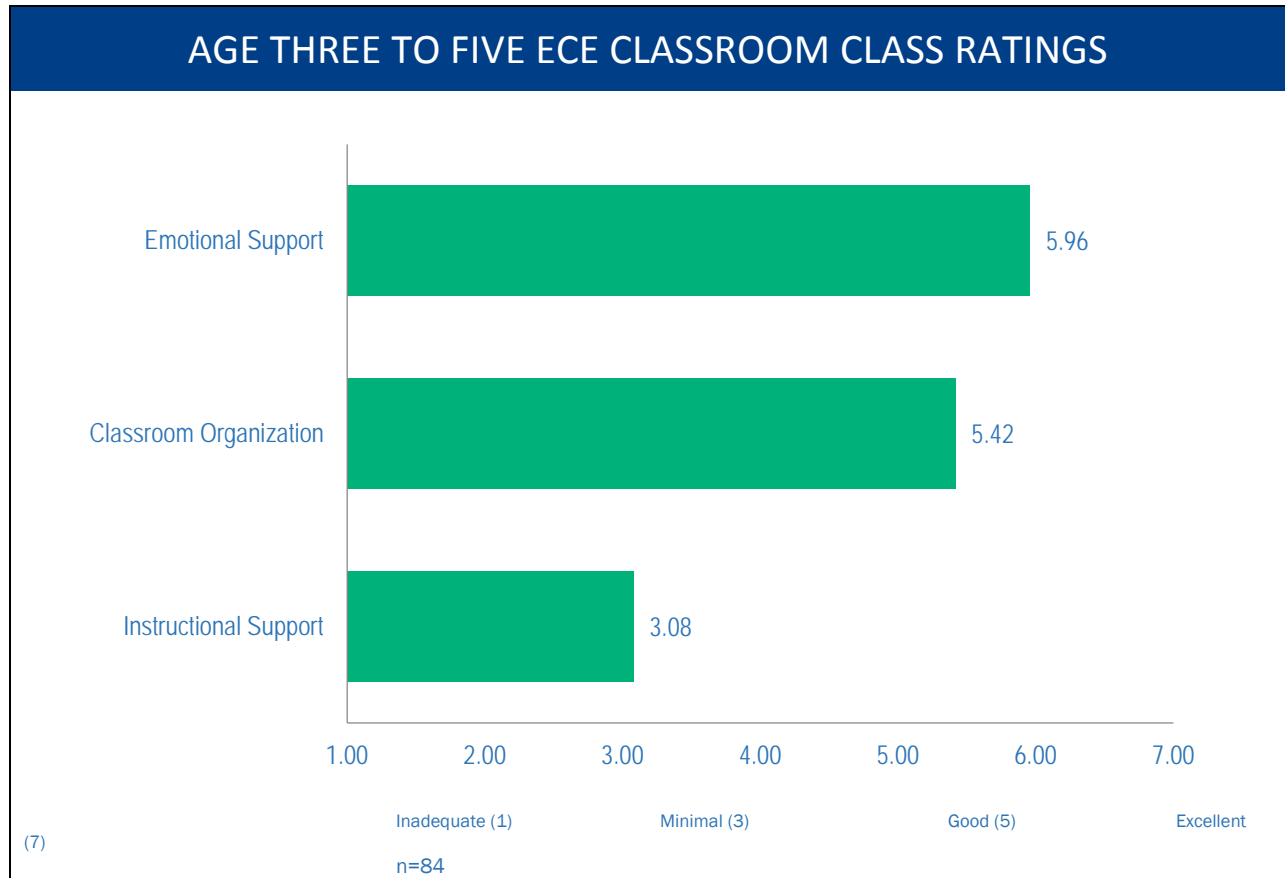
### ECERS-3

ECERS-3 observations were completed in 82 classrooms. The results showed that classroom quality was strongest in the subscales of Interaction, Language and Reasoning, and Program Structure. The lowest ratings were in Learning Activities and Personal Care Routines. While most of the six subscales in the ECERS-3 are similar to the ITERS-R, there are some additional items in the ECERS-3. Space and Furnishings assesses both the outdoor and indoor environment. The Language and Reasoning subscale includes vocabulary, children’s use of books, and becoming familiar with print. Math and written numbers are part of the Learning Activities subscale. The Interaction subscale also considers individualized teaching and learning. Transitions and wait times are observed in the Program Structure subscale.



## CLASS

Eighty four CLASS observations were completed. The results showed the strongest ratings in Emotional Support and Classroom Organization. The Emotional Support domain determines the positive or negative climate in the classroom as well as measuring teacher sensitivity and how teacher interactions show an understanding of the child's point of view. The Classroom Organization domain focuses on how smoothly the classroom operates along with ensuring that children are engaged in productive learning activities. The Instructional Support domain emphasizes how teachers promote higher order thinking skills, provide effective feedback, and encourage the development of children's language skills.



## CHILD OUTCOMES

### CHILD ASSESSMENT PROCESS

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Early Childhood programs are informed by ongoing systematic, formal, and informal assessment approaches that provide teachers and families with information about children's learning and development. Teaching Strategies (TS) GOLD™ is a research-based, authentic assessment system used by district and ESU programs, as well as in many federally funded Head Start programs. This report includes data from district and ESU programs and Head Start programs through a data sharing agreement with NDE. TS GOLD™ data is collected through observation of six areas of development and learning on an ongoing basis for all children B-5 served by districts, ESUs, and Head Start. The data is used by teachers and programs to inform and improve instruction to meet the needs of individual children and groups of children. NDE uses TS GOLD™ data for state and federal reporting purposes. Fall and spring checkpoint data is analyzed and used to monitor district progress toward achieving widely held expectations across the six areas.

The areas of development and learning are:

**Social-Emotional:** Regulates emotions and builds relationships with others.

**Physical:** Demonstrates traveling, balancing, and coordinated physical manipulation skills.

**Cognitive:** Demonstrates positive approaches to learning, classification skills, and uses representational skills.

**Language:** Learning to understand and use words/gestures to effectively communicate.

**Literacy:** Engages in emergent reading and writing behaviors.

**Mathematics:** Explores spatial relationships and demonstrates knowledge of patterns and number concepts.

### PERCENTAGE OF CHILDREN WITHIN AGE EXPECTATIONS

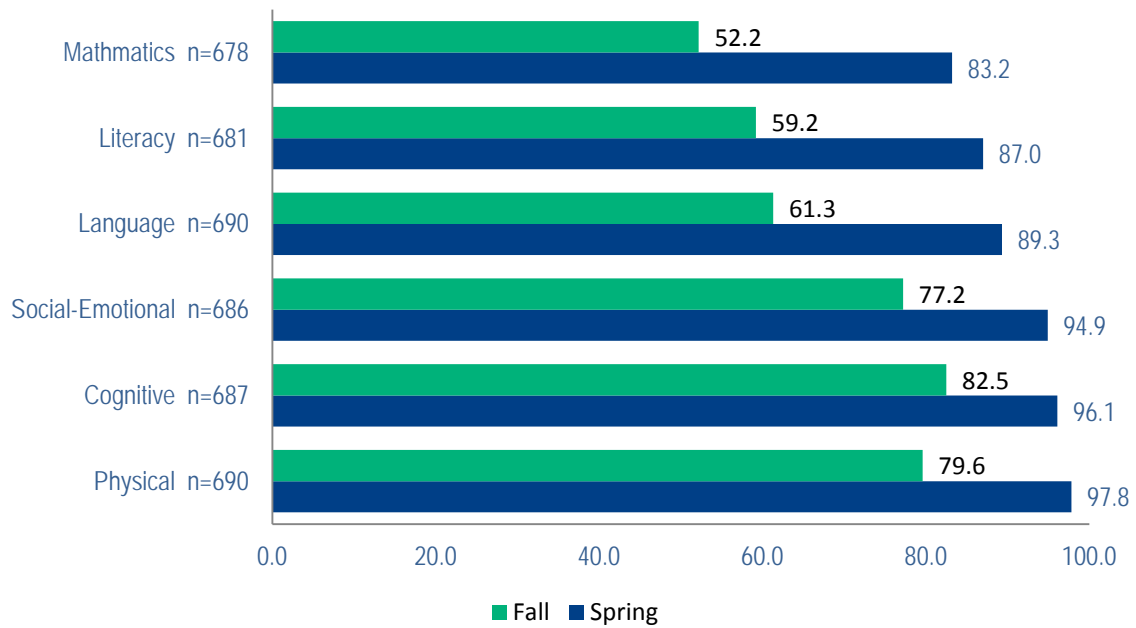
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For this report, spring checkpoint data were analyzed to monitor children's progress towards achieving widely held expectations. A total of 15,938 children birth to age 5 had completed assessment data in the spring. The *TS GOLD™ Widely Held Expectations* report identified children who met or exceeded age expectations. The report indicated that a higher percentage of infants and toddlers, as well as preschool aged children, obtained age expected skills than those that did not.

#### Outcomes for 2016-2017 Birth through Age Two

Data were collected for infants and toddlers that participated in Sixpence, Public School/ESU operated childcare, Special Education and Early Head Start programs. A total of 1,213 children, including 13% that were on IFSPs, had assessment data collected. Fall to spring comparisons could not be completed for 527 children as they were assessed across two different age based color bands. Analyses were completed on the 686 children who remained on the same age color band across both the fall and the spring assessments. The results found the majority of the children were meeting widely held expectations across all developmental areas. Strengths were in the areas of physical, cognitive, and social-emotional competencies. Fewer children met expectations in language, math and literacy; however, the greatest gains between fall and spring were in these same domains.

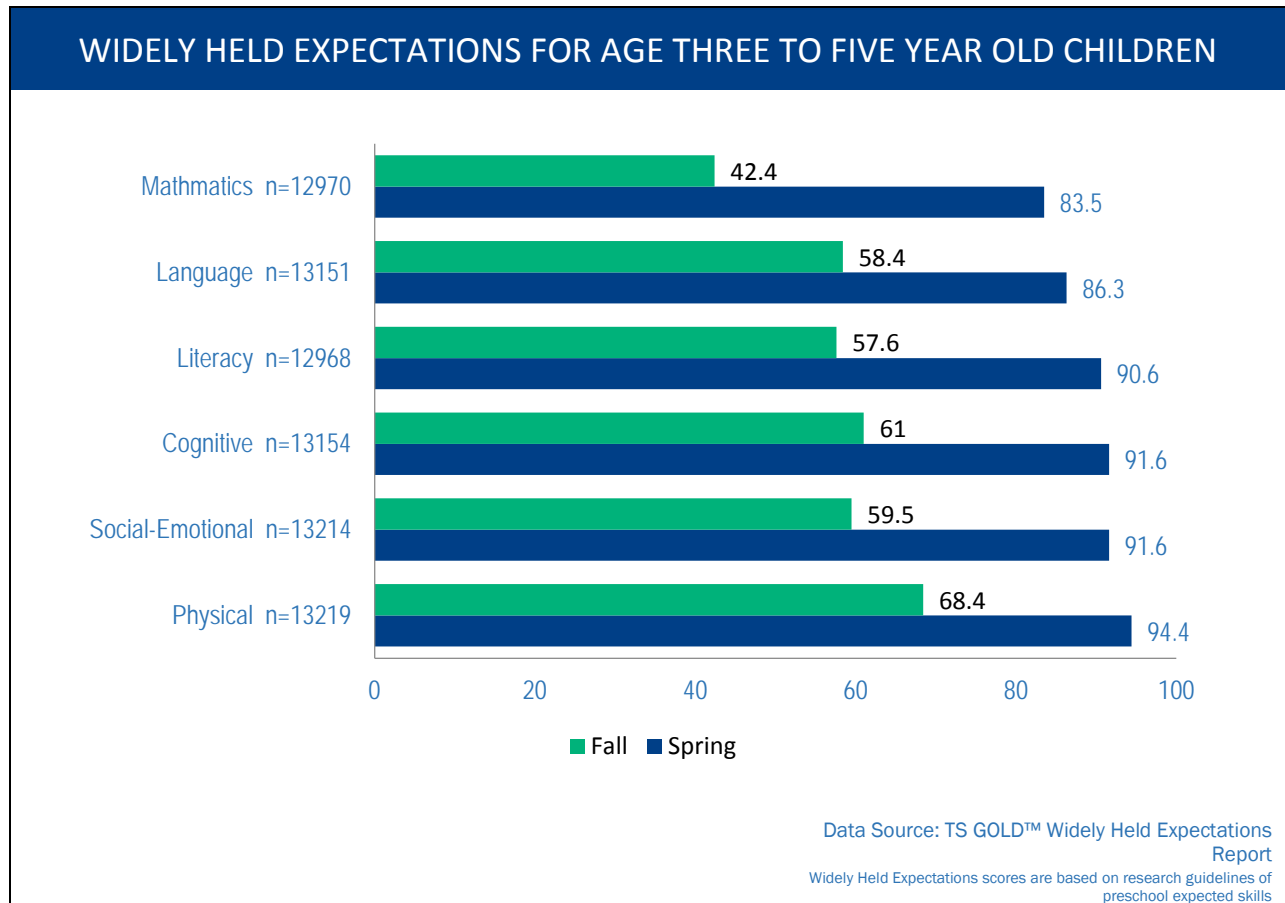
## WIDELY HELD EXPECTATIONS FOR BIRTH THROUGH AGE TWO CHILDREN



Data Source: TS GOLD™ Widely Held Expectations Report  
Widely Held Expectations scores are based on research guidelines of infant/toddler expected skills

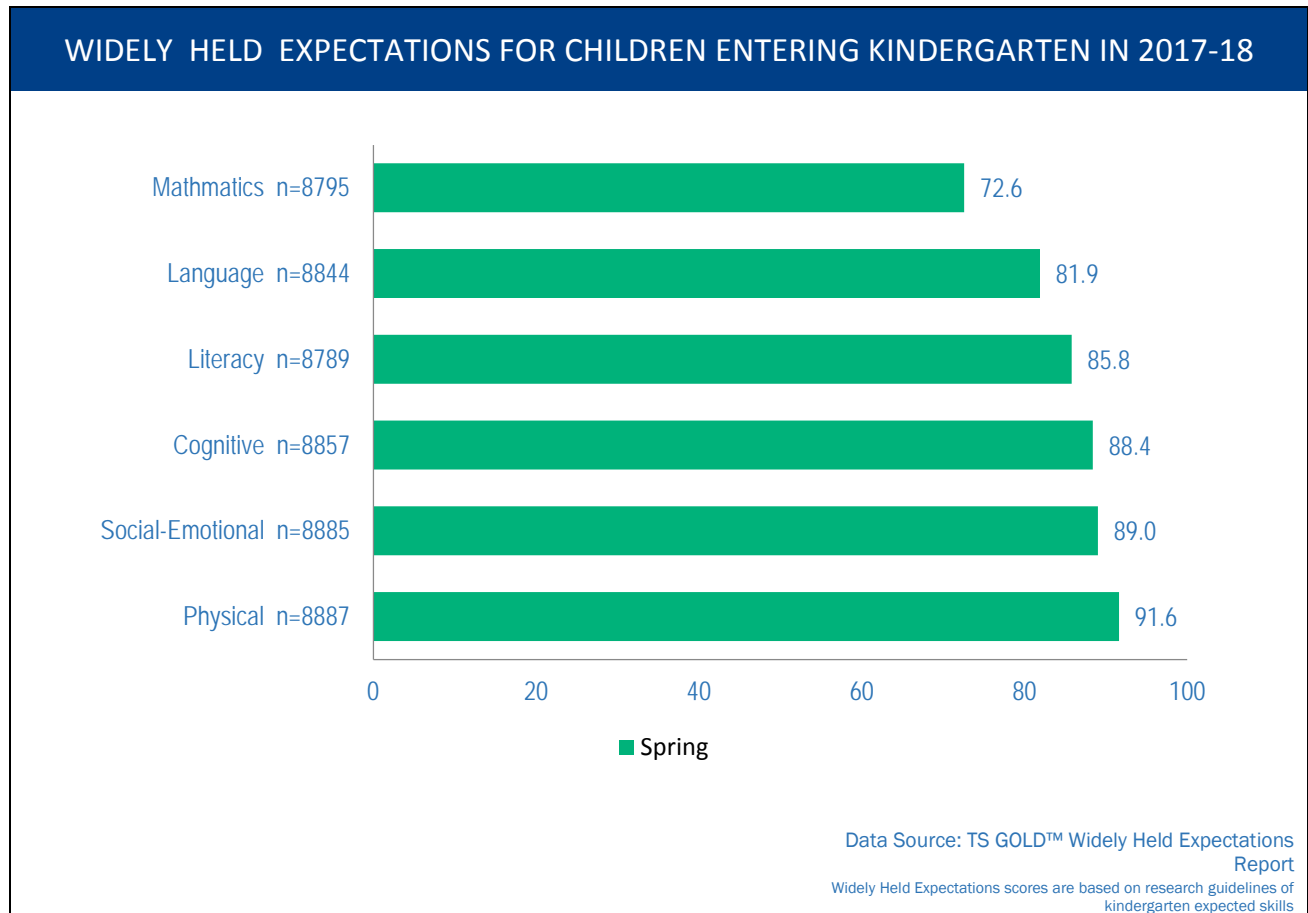
## OUTCOMES FOR 2016-17 AGE THREE TO FIVE YEAR OLD CHILDREN

The preschool data included children in district, ESU and Head Start classrooms. For this report, fall and spring checkpoint data were analyzed to monitor children's progress towards achieving widely held expectations. Data for this report was collected for all children [i.e., typically developing (76%) and those with IEPs (24%)]. By the end of the program year, the highest number of children met the widely held expectations in the areas of physical, literacy, social-emotional, and cognitive development. Fewer preschool students met widely held expectations in language and math; however, the highest increase between fall and spring scores was in math.



## OUTCOMES FOR CHILDREN ENTERING KINDERGARTEN IN 2017-2018

To evaluate the growth and learning of children eligible to enter kindergarten in 2017-18, data was gathered during the spring of 2016 for children who participated in district, ESU, and/or Head Start programs and would be eligible for kindergarten in the fall of 2017. The data was analyzed in six areas of development. The majority of children age eligible for kindergarten for the upcoming fall demonstrated the foundational skills for entrance to school. More children met widely held expectations in the areas of physical, social-emotional, and cognitive skills. Fewer children met expectations in math and language.



## REPORTING CHILD OUTCOMES FOR CHILDREN WITH AN IFSP OR IEP

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In addition to the NDE annual Early Childhood Education State Report, the Office of Special Education Programs (OSEP) requires NDE to annually report child outcomes for infants and toddlers with disabilities (IDEA Part C, ages Birth to 3) and preschoolers with disabilities (IDEA Part B, ages 3-5). To meet annual reporting requirements of the Office of Special Education Programs (OSEP), child program entry and exit checkpoint data is analyzed to determine if NDE's annual targets are being met for the three outcomes. The NDE Annual Reports to OSEP includes the number and percentage of children who showed greater than expected growth and who function within age expectations.

Annual reporting is based on functional outcome areas across areas of development and learning that reflect the integration and progression of child development and learning. Child outcomes reflect the child's ability to be successful in the context of everyday living. The three functional outcomes are:

**Outcome A:** Children have positive social skills including positive social relationships.

Positive social relationships involve relating with adults and other children, and for older children, following rules related to groups or interacting with others. This outcome includes attachment, expressing emotions and feelings, learning rules and expectations, and social interactions and play.

**Outcome B:** Children acquire and use knowledge and skills including language/communication.

Acquisition and use of knowledge and skills involves thinking, reasoning, remembering, problem solving, using symbols and language, and understanding physical and social worlds. This outcome includes early concepts such as symbols, pictures, numbers, classification, spatial relationships, imitation, object permanence, and language skills.

**Outcome C:** Children take appropriate action to meet needs (e.g., self-help and initiative).

Use of appropriate behaviors to meet needs involves taking care of basic needs, getting from place to place, using tools, and for older children contributing to their own health and safety. The outcome includes integrating motor skills to complete tasks and self-help skills (dressing, feeding, grooming, toileting, and household responsibility).

Each year the results are compared to state targets. The following chart shows the status of children who exited between July 1, 2016 and June 30, 2017.

COMPARISON OF CHILDREN'S PART C OR B OUTCOME DATA TO STATE TARGETS				
SUMMARY STATEMENTS	PART C N=961		PART B N=1781	
	TARGETS (% OF CHILDREN)	ACTUAL (% OF CHILDREN)	TARGETS (% OF CHILDREN)	ACTUAL (% OF CHILDREN)
<b>OUTCOME A: POSITIVE SOCIAL RELATIONSHIPS</b>				
Showed greater than expected growth	40.5%	55.7%	74.75%	76.4%
Exited the program within age expectations	45.5%	29.4%	70.00%	68.8%
<b>OUTCOME B: KNOWLEDGE AND SKILLS</b>				
Showed greater than expected growth	41.0%	45.2%	75.25%	78.0%
Exited the program within age expectations	34.5%	23.1%	70.00%	69.2%
<b>OUTCOME C: TAKE APPROPRIATE ACTIONS TO MEET NEEDS</b>				
Showed greater than expected growth	57.0%	64.7%	75.75%	74.3%
Exited the program within age expectations	73.0%	63.4%	75.25%	88.0%

Nebraska met half of the established targets for Part B Child OSEP outcomes data for the preschool children (ages 3-5). In the areas where targets were not met, the results were just slightly under the target.

The results of this year's Part C Child Outcomes data indicated that the state is meeting the targets across all outcomes in Summary Statement 1 (children demonstrated greater than expected growth). The state did not meet any of the outcomes in Summary Statement 2 (children exited the program within age expectations). This has been the pattern for the last three years. It is felt these revisions of the infant/toddler assessment scores influenced the decreased percentages in Summary Statement 2. New targets will need to be established.

## BIRTH THROUGH AGE TWO FAMILY OUTCOMES

Data is collected to assess the impact of birth through age two programs. The primary focus of the program is family engagement as a means to support children's development. Family data from two programs is summarized including Sixpence and the Early Development network (EDN).

### IDEA PART C: EARLY DEVELOPMENT NETWORK

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OSEP requires monitoring of family outcomes for infants and toddlers with disabilities. Three outcomes are identified for families who have a child with an IFSP. They include the percent of families participating in Part C who report that early intervention services helped the family:

- Know their rights;
- Effectively communicate their children's needs; and
- Help their children develop and learn.

Each year families are asked to complete a family survey. A total of 1,457 surveys were completed in 2016-2017, which was a return rate of 82%. Data was analyzed and compared against state determined targets. The results found that the state met or exceeded all targets. Meeting the targets is attributed to the program's strong belief in the importance of family involvement in all areas of Early Intervention.

### SIXPENCE

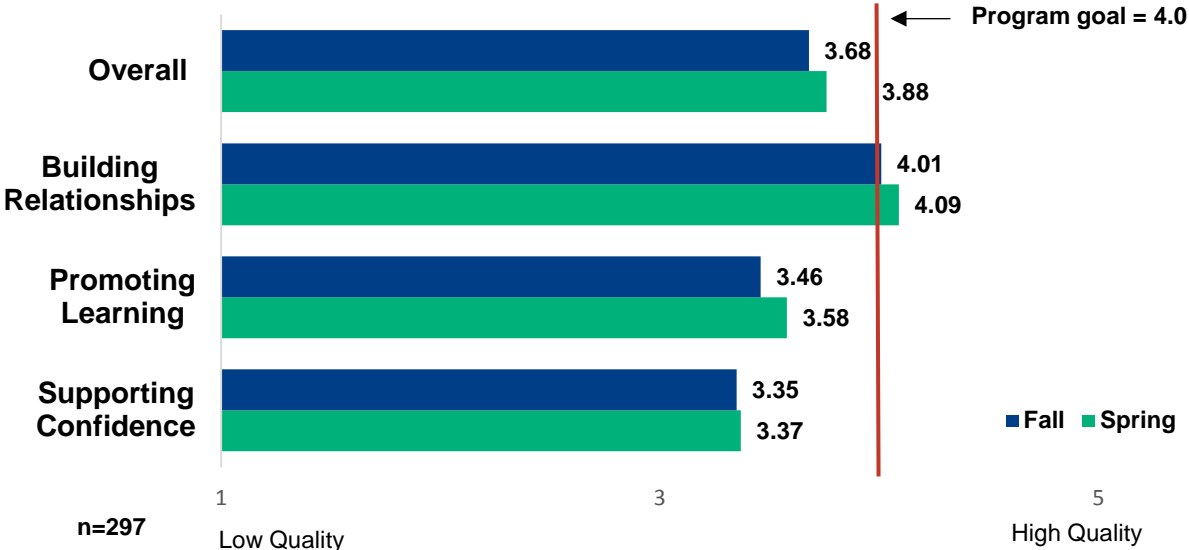
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For children and families participating in the Sixpence programs, family outcomes focused on parent-child interaction and the degree to which families embraced protective factors (e.g., access to services, social connections, knowledge of child development, parent resiliency, and parent nurturing and attachment). These outcomes were assessed through the family's completion of a survey and coding of a videotape of the parent's interaction with their child.

#### Parent-Child Interaction

An analysis was done to measure parent-child interactions over time. A total of 297 families had fall-spring Keys to Interactive Parenting Skills (KIPS). Sixpence families demonstrated strong skills in building relationships with their children. Average scores exceeded the program goal in this area. Overall average KIPS scores approached the program goal of a 4.0. Parents demonstrated more moderate skills in the other subscales, but average scores were still in the upper range of "good" quality. Family home language was a significant predictor of Overall scores. Families with English for a home language scored significantly higher ( $p < .05$ ), averaging 13 points higher. The full report is posted at <http://www.singasongofsixpence.org>.

# SIXPENCE KIPS RESULTS



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July 2017

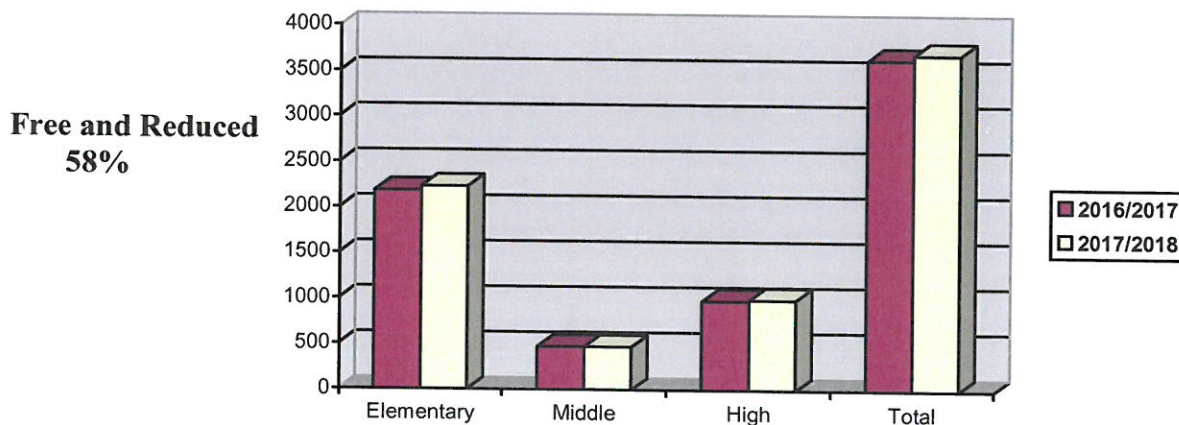
**Ralston Public Schools**  
**Monthly Administrative Update**  
**Food Service – Nov - December 2017**

	17/18 Budget		17/18 Actual		16/17 Actual	
	Financial	Financial	Cost/Meal	Financial	Cost/Meal	
<b>Revenue</b>	<b>408,171</b>	<b>408,925</b>	2.91	<b>379,194</b>	2.83	
Food	170,441	175,117	1.24	87,604	1.12	
VDA/Rebates	+16,000	+15,018	+ .11	+ 20,672	+ .15	
Labor (RPS and Sodexo)	140,712	155,466	1.08	130,394	1.07	
Controllables	28,367	28,188	.19	26,740	.20	
Non-Controllables	28,553	28,828	.21	31,648	.24	
<b>Total Expenses</b>	<b>368,073</b>	<b>372,581</b>	2.61	<b>255,714</b>	2.48	
<b>Net Return</b>	<b>40,097</b>	<b>36,344</b>	.30	<b>123,480</b>	+ .35	

Year to Date	17/18 Budget	17/18 Actual	Cost Per Meal	16/17 Actual
<b>Revenue</b>	<b>1,052,206.20</b>	<b>1,043,544</b>	<b>2.79</b>	<b>1,029,809</b>
<b>Total Expenses</b>	<b>991,650</b>	<b>991,454</b>	<b>2.65</b>	<b>943,878</b>
<b>Net Return</b>	<b>60,556</b>	<b>52,090</b>	<b>.14</b>	<b>85,931</b>

	17/18 TOTAL MEALS SERVED	17/18 MEALS PER DAY	16/17 TOTAL MEALS SERVED	16/17 MEALS PER DAY
<b>Elementary</b>				
Breakfast	32,252	949	30,426	895
Lunch	43,578	1282	42,613	1291
<b>RMS</b>				
Breakfast	2807	83	2784	84
Lunch	13,196	388	12,391	387
<b>RHS</b>				
Breakfast	13,113	386	13,105	397
Lunch	20,596	606	18,563	580
<b>RPS Total</b>				
Breakfast	48,172	1418	46,315	1376
Lunch	77,370	2276	73,567	2258

**Meals Per Day Served**



## November - December, 2017 Events:



Traditional Thanksgivings were held at Ralston High School and Karen Western Elementary School and a good time was had by all. 6<sup>th</sup> grade students at KW helped serve the meal this year for the first time and they did a great job.

Nearly 100 empty milk cartons were collected from RMS and washed out. These were used by the Ralston library for gingerbread houses.

Jean Riley, at Ralston Middle School, received the Spirit of Sodexo recognition award for her above and beyond work in our department. She received a \$25 gift card.

Free breakfast was provided at RHS for the SAT test on 11/4/17 and 12/2/17, and for the ACT test on 12/9/17. About 50 students participated.

Judy assisted the RHS culinary students with the Chamber of Commerce Christmas party that was held at the Ralston Arena on 12/13/17, and the kids were great.

The A – Z salad bar continued in all elementary schools.

In November, we applied for a grant for a new salad bar for Ralston High School, and in December, we were notified that we were awarded the grant! This is terrific news for the students in that building, and enables us to purchase nearly \$32,000 in equipment.

The annual board appreciation dinner was held on 12/4/2016, at Spezia.

In December, all elementary kitchens played Elf on the Shelf, and I think the staff had as much fun as the students.

Regular monthly training – Knife Safety, Cold Weather Safety, Eye/Face Protection, Kitchen Equipment, Thermometers. Kitchen Managers watched the film, "Lunch Line." About 20 staff members attended the Douglas County Safe Food Handler Training and received that certification. Total foodservice training time: 80 hours



## Student / Staff Count 2017-2018 School Year

Elem. School	Grade																	
	PS		KG		1		2		3		4		5		6		Total *Student / Staff	
	All Student Counts Are Actual SIMS Enrollment Figures																	
	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Students *
BLUM	2	40	2	51	2	53	3	61	2	48	2	51	2	52	2	37	18	353
KW	2	26	1	16	2	33	2	29	2	32	1	21	1	17	1	27	11	175
MEAD	1	18	2	43	2	42	2	36	2	56	2	41	2	48	2	45	14	311
MOCK	1	20	3	53	3	47	3	54	3	56	3	54	2	44	2	44	19	352
SEY	1	19	2	32	1.5	30	1.5	25	1.5	26	1.5	35	1.5	30	1.5	29	12	207
WW	2	40	2	34	2	38	2	42	2	49	2	36	2	37	2	37	14	273
Totals By Gr	9	163	12	229	12.5	243	13.5	247	12.5	267	11.5	238	10.5	228	10.5	219	88	1671
*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		229		251									0	480				
RHS						262		266		295		281	0	1104				
Totals	Staff	*Stud	Ratio	*Stud 16-17	Change for 17-18													
BLUM	20	393	20/1	394	-1		*Includes PS											
KW	13	201	15/1	194	7													
MEAD	15	329	22/1	304	25													
MOCK	20	372	19/1	403	-31													
SEY	13	226	17/1	232	-6													
WW	16	313	20/1	302	11													
Elem. Totals	97	1834	19/1	1829	5													
RMS	40	480	12/1	486	-6													
RHS	69	1104	16/1	1050	54													
Sec. Totals	109	1584	15/1	1536	48		JAN 17 2018											
Dist. Totals	206	3418	17/1	3365	53		2:31 PM											