

Agenda

1. Call To Order and Announcement of Board of Education Meeting COVID-19 Guidelines
Speaker(s): Board President
2. Pledge of Allegiance
Speaker(s): Board President
 - 2.1. Roll Call - Excuse Board Members not in attendance
Speaker(s): Board President
3. Public Comment Sign In Procedure
 - 3.1. Public Comment
4. Consent Agenda (Action)
Speaker(s): Board President
5. Board Development and Communication
 - 5.1. Board Members' Update
6. Superintendent's Report
Speaker(s): Superintendent
 - 6.1. Government Relations Update
Speaker(s): Dr. Mark Adler
 - 6.2. RPS Return to Learn Protocol Update
Speaker(s): Dr. Mark Adler
 - 6.3. 2020/2021 District Budget Overview
Speaker(s): Mr. Jason Buckingham
 - 6.4. Superintendent Evaluation
Speaker(s): Dr. Mark Adler
 - 6.5. NASB Updates and Information
Speaker(s): Dr. Jay Irwin
 - 6.6. Enrollment Update
Speaker(s): Dr. Mark Adler
7. Standards Based School Improvement
 - 7.1. Depreciation Fund Transfer (Action)
Speaker(s): Mr. Jason Buckingham
8. Policy Review
 - 8.1. 2020-2021 Ralston Public Schools Staff Handbook (Action)
Speaker(s): Dr. Michael Rupprecht
 - 8.2. Policy 6005--Academic Credits and Graduation Requirements (Action)
Speaker(s): Dr. Mark Adler
 - 8.3. Title IX Policy Review and Policy 4051 Staff and District Social Media Use
 - Policy 2006--Complaint Procedure
 - Policy 3057--Title IX
 - Policy 4051 Staff and District Social Media Use

Speaker(s): Dr. Michael Rupprecht

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



The Ralston Schools Public Schools will be conducting Board of Education Meetings in person beginning July 1, 2020. To create a safe and healthy environment for everyone wishing to attend a Board of Education Meeting, the following guidelines will be expected of everyone involved. The Board of Education and Administration want to thank you in advance in partnering with us to respectfully and appropriately respond to the COVID-19 pandemic.

Board of Education Meeting COVID-19 Guidelines (Beginning July 1, 2020)

- Social distancing is expected of all Board members, visitors, and staff (stay at least 6 ft away from others at all times)
- All board members, visitors, and staff must review screening questions prior to all board of education meetings
- Anyone answering yes to any of the screening questions should stay home and consult a physician
- Anyone attending the board meeting will be asked to wear a mask at all times. Disposable masks will be provided when needed.
- Hand sanitizer will be readily available in the board room and should be generously used by all attendees
- Each Board Member will be assigned to their own table during meetings
- The Superintendent and other administrators will also be assigned individual tables during board meetings
- Although public comment will be allowed, public comments will also be accepted via electronic submission by visiting the District Webpage at www.ralstonschools.org
- The Board Room will be thoroughly cleaned prior to every meeting
- All regulatory DHHS policies and procedures will be followed

Screening Questions

Prior to entering any Ralston Public Schools facility, visitors and staff are asked to review the following screening questions. If anyone answers yes to any of these questions they will not be allowed into any Ralston Public Schools facility.

- In the last 14 days have you been exposed to anyone with COVID-19?
- Do you currently exhibit any symptoms: Cough, Shortness of breath or difficulty breathing, fever, chills, muscle pain, sore throat, fatigue, new loss of taste or smell?
- Other less common symptoms include gastrointestinal symptoms like nausea, vomiting, or diarrhea?
- Have you traveled outside of the country in the last 14 days?

2009 Public Participation at Board Meetings

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

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

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

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

Adopted on: March 25, 2019

Revised on:

Reviewed on: March 25, 2019

Ralston Board of Education Public Comment Procedures

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

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

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

Public Participation at Board Meetings Form

**Ralston Board of Education
PUBLIC COMMENTS**

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

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

PLEASE PRINT

Name _____ Date _____

Address _____

City _____ State _____ Zip Code _____

Subject of Public Comment: _____

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

Monday, August 10, 2020

Call to Order

Board President, Mrs. Heather Johnson, called the meeting to order at 6:00 pm. She informed everyone in attendance of the Ralston Public Schools Board of Education Meeting COVID-19 guidelines.

Roll Call

All Board Members were present. In addition to the Board Members, those in attendance included Dr. Mark Adler, Dr. Mike Rupprecht, Mr. Jason Buckingham, Dr. Cecilia Wilken, Mrs. Melissa Stolley, Mr. Jim Frederick, and Mrs. Marci Carroll

Consent Agenda

Consent agenda items include minutes from the July 27th meeting; July Financial Reports, July bills in the amount of \$853,785.13 for the General Fund, and \$727,542.07 for the Special Building Fund. Prior to the meeting Dr. Jay Irwin and Mrs. Liz Kumru reviewed the bills.

Recommend the following resignations be accepted:
Tamera Brookhouser -- Part Time Elementary HAL.

Local substitute certificate for Hadassah Schmitt.

Motion by Mrs. Linda Richards and seconded by Mrs. Robin Richards to approve consent agenda.

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

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

All Board Members thanked District staff for going above and beyond to get ready for the new school year. Mrs. Mary Roarty shared her appreciation for AP classes now being offered for students enrolled in the Extended Campus Learning Program.

Mrs. Linda Richards expressed her sadness on the District not being able to hold our annual new school year “kick-off” event. She mentioned she was still grateful to the District leaders for all their hard work getting the year started.

Lastly, Mrs. Heather Johnson echoed the thoughts of her fellow board members and added her appreciation to Mr. Mike Smith and the RHS coaches for holding safe athletic practices.

Superintendent’s Report

Dr. Adler started by saying closing schools on March 12, 2020, was a difficult decision, but figuring out the best and safest way to reopen schools this fall, has been even harder. He then transitioned into reviewing, updating, and answering questions from the Board on the Return to Learn Protocol.

RPS Return to Learn Protocol Update

Administrators shared the latest information concerning the Return to Learn Protocol.

- Any family who chooses to keep their children at home can take part in the Extended Campus Learning Program.
- An Extended Campus Learning teacher is conducting classes for students in this program. These educators are not teaching students attending school in person.
- There is no imposed deadline for families to apply for the Extended Campus Learning Program.
- The District remains in constant contact with local health officials to monitor the Covid-19 guidelines.
- Approximately 20 percent of families have opted for remote learning at this time. RPS remains in the Yellow Instructional Level, de-densifying population, and having students to attend on alternate days. Roughly 40 percent of students are in a classroom at one time.
- District Administration outlined procedures regarding the steps taken in the event of a positive case of COVID-19 in the District.

Superintendent Evaluation Overview

Dr. Adler outlined the process of the Superintendent Evaluation and presented each Board Member with an evaluation booklet. Each Board Member will receive a link to complete their evaluation. The evaluations need to be finalized by August 20th and results will be compiled and presented at the August 24th board meeting.

Board Room Technology Update

Dr. Adler discussed a potential plan for a technology system update in the District's Board of Education room. The upgrade has been part of the District's strategic plan and would be useful during the COVID-19 pandemic. It will allow for enhanced teacher training, professional

development, and virtual community engagement seminars. Also, it will provide a way for families and community members to participate virtually in meetings. The Board Members agreed on updating the technology. The District will present additional information at a future meeting.

MOEC FAFSA Completion Report

When a student completes a FAFSA, it allows the U.S. Department of Education to determine the student's eligibility to receive financial aid. Dr. Adler is a member of MOEC (Metropolitan Omaha Educational Consortium) and shared information recently released by MOEC to support the importance of completing the FAFSA. Dr. Adler also stated the Nebraska State Legislature is considering having FAFSA completion as a requirement for graduation. Ralston High School will continue to stress the importance of completing a FAFSA to their families.

Government Relations Update

Mr. Joe Kohout reported the State Legislature's last day in session is August 13th. The legislative calendar has been altered this year due to the COVID-19 pandemic. The calendar change will affect the veto process. If the Governor were to veto a bill, there would be no chance for an override. Mr. Kohout also updated the board on several legislative bills. One update was on the property tax relief bill LB 1107.

NASB Update

Dr. Irwin expressed that NASB is working diligently on finding a way to hold a state conference.

Enrollment Update

Dr. Cecilia Wilken stated three classes have been added to the Extended Campus Learning Program due to the number of requests for extended learning has increased. Over the past six days, approximately 100 students have requested the Extended Campus Learning Program. The District will continue to accept open enrollment requests depending on the capacity of the grade level requested.

Adjournment

The Board voted to adjourn at 8:16 pm with a motion by Mrs. Linda Richards and seconded by Dr. Jay Irwin.

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

The next regular meeting will take place on Monday, August 24th, 2020, at 6:00 pm.

Mrs. Heather Johnson, President

Mrs. Liz Kumru, Secretary

August 13, 2020

Dr. Michael Rupprecht

Executive Director of Human Resources and School Improvement

Ralston Public Schools

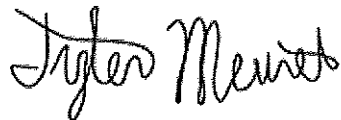
Dear members of the Ralston Public Schools Board of Education,

I am writing to inform you of my resignation from my position as music teacher at Ralston High School. My last day of employment will be the last day of my 2020-2021 teacher contract. Due to the unforeseen circumstances of the global pandemic, human resources recommended that I resign from my one year teacher contract due to Mrs. McKain's maternity leave over the school year pending her return to her position.

I am grateful for the school district's trust and appreciation of my services. This position helped me pinpoint my talents and my areas for improvement. I will use what I learned to further advance my skills and practices in my future endeavors

Thank you for this opportunity, and I wish the company nothing but the best.

Sincerely,

A handwritten signature in black ink that reads "Tyler Meuret". The signature is written in a cursive style with a large, prominent 'T' and 'M'.

Tyler Meuret



Board of Education Legislative Goals 2019/2020

Ralston Public Schools Non-negotiables

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

Board of Education Legislative Goals

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

TENTATIVE* 2020 Legislative Session

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

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

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

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

Federal & State Holidays

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

Legislative Recess Days

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

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

2020 LEGISLATIVE COMMITTEES

Committee on Committees Final Report Standing Committees

Updated 1/1/20

Agriculture (8)

Rm. 1524 - Tuesday

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

Appropriations (9)

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

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

Banking, Commerce and Insurance (8)

Rm. 1507 - Monday & Tuesday

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

Business and Labor (7)

Rm. 1524 - Monday

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

Education (8)

Rm. 1525 - Monday & Tuesday

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

General Affairs (8)

Rm. 1510 - Monday

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

Government, Military and Veterans Affairs (8)

Rm. 1507 - Wednesday, Thursday, & Friday

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

Health and Human Services (7)

Rm. 1510 - Wednesday, Thursday, & Friday

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

Judiciary (8)

Warner Chamber - Wednesday, Thursday, & Friday

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

Natural Resources (8)

Rm. 1525 - Wednesday, Thursday, & Friday

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

Nebraska Retirement Systems (6)

Rm. 1507 - At call of Chair

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

Revenue (8)

Rm. 1524 - Wednesday, Thursday, & Friday

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

Transportation and Telecommunications (8)

Warner Chamber - Monday & Tuesday

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

Urban Affairs (7)

Rm. 1510 - Tuesday

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

Select Committees

Committee on Committees (13)

Hilkemann (C)

District 1:

Bostelman

Hilgers

Pansing Brooks

Morfeld (VC)

District 2:

Howard

Lathrop

Lindstrom

Vargas

District 3:

Erdman

Friesen

Groene

Murman

Enrollment and Review (1)

Slama (C)

Reference (9)

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

Rules (6)

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

Special Committees

Building Maintenance (6)

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

Education Commission of the States (3)

Groene, Morfeld, Murman

Executive Board of the Legislative Council (9)

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

Justice Reinvestment Oversight (5)

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

Legislative Performance Audit (7)

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

Legislature's Planning (9)

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

Midwestern Higher Education Commission (Midwest Compact) (2)

Kolowski, Slama

State-Tribal Relations (7)

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



2020 ADVOCACY HANDBOOK

FOR THE 2020 LEGISLATIVE SESSION

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

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

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

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

WELCOME - KNOW YOUR ROLE

106TH LEGISLATURE, 2ND SESSION

Welcome - Know Your Role	2
Advocacy, Engagement & #liveNASB	3-4
Your NASB Legislation Committee	5
Your 2019-20 Senators	6-7
Mark Your Calendars	8
NASB Positions: What Does This Represent?	8
Your 2020 Legislative Resolutions	9
Your NASB Standing Positions	10-16
2020 Legislative Issues Conference	16

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

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

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

Can YOU really make a difference? YES YOU CAN!

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

WHAT CAN NASB DO FOR YOU?

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

2019

LEGISLATIVE SESSION HIGHLIGHTS

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

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

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

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

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

NASB hosted calls with several senators throughout the session.

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

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

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

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

ADVOCACY, ENGAGEMENT & #liveNASB

106TH LEGISLATURE, 2ND SESSION

School Boards Make Nebraska a Great Place to LIVE!

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

LEADERSHIP

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

INNOVATION

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

VISION

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

ENGAGEMENT

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

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

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

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

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

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

ADVOCACY, ENGAGEMENT & #liveNASB

106TH LEGISLATURE, 2ND SESSION

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

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

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

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

YOU HAVE POWER & VOICE!

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

Remind them; You are their neighbor.

Voters also put you in office.

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

You have an influential role in your community.

You know better than anyone the effect of a decision.

NASB LEGISLATIVE TEAM & RESOURCES

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

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

John Spatz - Executive Director - jspatz@NASBonline.org

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

Nebraska Association of School Boards | 1311 Stockwell Street | Lincoln, NE 68502

800-422-4572 | 402-423-4951 | www.NASBonline.org

NASB Twitter: www.twitter.com/NASBonline

NASB Facebook: www.facebook.com/NASBonline

NASB Videos: www.vimeo.com/NASBonline

Key Hashtags: #liveNASB #neleg

Nebraska Legislature: www.nebraskalegislature.gov

Senators Web Pages: www.nebraskalegislature.gov/senators

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

YOUR NASB LEGISLATION COMMITTEE

106TH LEGISLATURE, 2ND SESSION



Brad Wilkins, Chair
NASB President-Elect
Ainsworth



Stacie Higgins
NASB President
Nebraska City



Kim Burry
NASB Vice President
Bayard



Member 1
Lou Ann Goding
Omaha



Member 2
Ben Perlman
Omaha



Member 3
Marque Snow
Omaha



Member 4
Connie Duncan
Lincoln



Member 5
Kathy Danek
Lincoln



Member 6
Linda Poole
Millard



Member 7
Sarah Centineo
Bellevue



Member 8
Beth Morrisette
Westside



Member 9
Skip Altig
North Platte



Member 10
Patti Gubbels
Norfolk



Member 11
Laura Schneider
Hastings



Member 12
Ryne Seaman
Seward



Member 13
Suzanne Sapp
Ashland-Greenwood



Member 14
Lisa Wagner
Central City



Member 15
Steve Koch
Hershey



Member 16
Jim Vlach
Lyons-Decatur



Member 17
Christopher Waddle
Giltner



Member 18
Ron Pearson
ESU 3



Appointed Member
Lisa Albers
Grand Island



Appointed Member
Jayson Bishop
Perkins County



Appointed Member
Linda Richards
Ralston



Appointed Member
Stephanie Summers
David City



Appointed Member
Annette Weise
Tri County

YOUR 2019-20 SENATORS

106TH LEGISLATURE, 2ND SESSION



Sen. Julie Slama
District 1
Peru



Sen. Robert Clements
District 2
Elmwood



Sen. Carol Blood
District 3
Bellevue



Sen. Robert Hilkemann
District 4
Omaha



Sen. Mike McDonnell
District 5
Omaha



Sen. Machaela Cavanaugh
District 6
Omaha



Sen. Tony Vargas
District 7
Omaha

Former School Board Member



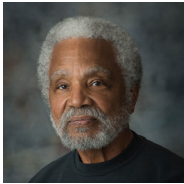
Sen. Megan Hunt
District 8
Omaha



Sen. Sara Howard
District 9
Omaha



Sen. Wendy DeBoer
District 10
Omaha



Sen. Ernie Chambers
District 11
Omaha



Sen. Steve Lathrop
District 12
Omaha



Sen. Justin Wayne
District 13
Omaha

Former School Board Member



Sen. John Arch
District 14
Papillion



Sen. Lynne Walz
District 15
Fremont



Sen. Ben Hansen
District 16
Blair



Sen. Joni Albrecht
District 17
Thurston



Sen. Brett Lindstrom
District 18
Omaha



Speaker Jim Scheer
District 19
Norfolk

Former School Board Member



Sen. John McCollister
District 20
Omaha



Sen. Mike Hilgers
District 21
Lincoln



Sen. Mike Moser
District 22
Columbus



Sen. Bruce Bostelman
District 23
Brainard



Sen. Mark Kolterman
District 24
Seward

Former School Board Member



Sen. Suzanne Geist
District 25
Lincoln

YOUR 2019-20 SENATORS

106TH LEGISLATURE, 2ND SESSION



Sen. Matt Hansen
District 26
Lincoln



Sen. Anna Wishart
District 27
Lincoln



Sen. Patty Pansing Brooks
District 28
Lincoln



Sen. Kate Bolz
District 29
Lincoln



Sen. Myron Dorn
District 30
Adams



Sen. Rick Kolowski
District 31
Omaha



Sen. Tom Brandt
District 32
Plymouth



Sen. Steve Halloran
District 33
Hastings



Sen. Curt Friesen
District 34
Henderson



Sen. Dan Quick
District 35
Grand Island



Sen. Matt Williams
District 36
Gothenburg



Sen. John Lowe
District 37
Kearney



Sen. Dave Murman
District 38
Glenvil

Former School Board Member



Sen. Lou Ann Linehan
District 39
Elkhorn



Sen. Tim Gragert
District 40
Creighton

Former School Board Member



Sen. Tom Briese
District 41
Albion

Former School Board Member



Sen. Mike Groene
District 42
North Platte



Sen. Tom Brewer
District 43
Gordon

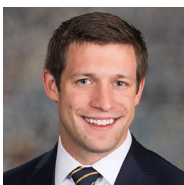


Sen. Dan Hughes
District 44
Venango

Former School Board Member



Sen. Sue Crawford
District 45
Bellevue



Sen. Adam Morfeld
District 46
Lincoln



Sen. Steve Erdman
District 47
Bayard

Former School Board Member

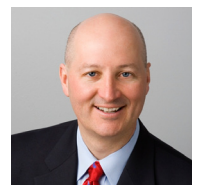


Sen. John Stinner
District 48
Gering

Former School Board Member



Sen. Andrew La Grone
District 49
Gretna



Gov. Pete Ricketts

MARK YOUR CALENDARS

106TH LEGISLATURE, 2ND SESSION

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

NASB POSITIONS ENCLOSED

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

WHAT DOES THIS REPRESENT?

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

YOUR 2019 LEGISLATIVE RESOLUTIONS

106TH LEGISLATURE, 2ND SESSION

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

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

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

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

CREATING A VISION FOR NEBRASKA'S FUTURE

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

EDUCATION PROGRAM OPPORTUNITIES

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

EXPAND USE OF QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

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

HEALTHY CULTURES & RESILIENCY IN SCHOOLS

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

MENTAL & BEHAVIORAL HEALTH

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

SUPPORT OF EARLY CHILDHOOD PROGRAMS IN THE COMMUNITY

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

SUPPORT THE COLLECTION AND USE OF RELEVANT DATA

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

YOUR NASB STANDING POSITIONS

106TH LEGISLATURE, 2ND SESSION

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

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

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — BOARD DEVELOPMENT

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

S-2 — BOARD RECOGNITION

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

S-3 — BUSINESS AND EDUCATION PARTNERSHIPS

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

S-4 — COLLABORATIVE SERVICES TO YOUTH

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

S-5 — LEADERSHIP TEAM

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

S-6 — PARENT INVOLVEMENT

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

S-7 — POLICY

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

CONDITIONS OF CHILDREN

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

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

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

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

YOUR NASB STANDING POSITIONS

106TH LEGISLATURE, 2ND SESSION

CURRICULUM & INSTRUCTION

S-10 — EARLY CHILDHOOD EDUCATION

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

S-11 — ENROLLMENT OPTION; HOMEBOUND STUDENTS

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

S-12 — ENROLLMENT OPTION LIMITATION

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

S-13 — LIABILITY FOR MEDICATION ADMINISTRATION

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

S-14 — NUTRITION EDUCATION/STUDENT WELLNESS

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

S-15 — SAFE SCHOOL ENVIRONMENT

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

S-16 — STATEWIDE POVERTY/TRAUMA FUNDING

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

S-17 — STUDENT DISCIPLINE

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

S-18 — ACCESS TO EQUAL EDUCATION OPPORTUNITIES

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

S-19 — ACHIEVEMENT TEST SCORE USE

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

S-20 — ASSESSMENT OF STUDENT LEARNING

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

S-21 — CULTURAL DIVERSITY

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

S-22 — CURRICULUM ADOPTION

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

S-23 — RESPONDING TO SPECIAL EDUCATION COSTS

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

S-24 — STUDENT EXPRESSION

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

S-25 — TECHNOLOGY

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

YOUR NASB STANDING POSITIONS

106TH LEGISLATURE, 2ND SESSION

FUNDING & FINANCE

S-26 — ACCOUNTING OF FUNDS

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

S-27 — BUDGET LID: GROWTH FACTOR

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

S-28 — COMPENSATION FOR STATEWIDE STANDARDS & ASSESSMENTS

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

S-29 — ELIMINATION OF BUDGET RESERVE LIMITS

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

S-30 — ELIMINATION OF EXPENDITURE LIMITATION

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

S-31 — ESU CORE SERVICES FUNDING

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

S-32 — FINANCING CAPITAL IMPROVEMENTS

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

S-33 — FISCAL POLICY

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

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

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

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

S-35 — FUNDING OF MANDATED PROGRAMS

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

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

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

S-37 — GENERAL FUND RESERVE LIMIT EXCEPTION

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

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

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

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

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

S-40 — LEGISLATION IMPLEMENTATION

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

YOUR NASB STANDING POSITIONS

106TH LEGISLATURE, 2ND SESSION

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

S-41 — LEGISLATIVE REVIEW OF STATUTORY DEADLINES

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

S-42 — PROPERTY TAX REFORM/RELIEF

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

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

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

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

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

S-45 — SPECIAL BUILDING FUND TAX LEVY EXCLUSION

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

S-46 — STATE FUNDING SYSTEM

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

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

- Includes the principle of equalization;
- Funds the total excess allowable costs for special education and support services; and
- Recognizes that a long-term solution to education funding will require an ongoing, collaborative effort to execute a vision and strategic plan to grow and diversify our economy. (1997, amended 2009, 2018)

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

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

S-48 — VOUCHERS AND TAX CREDITS

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

GOVERNANCE & STRUCTURE

S-49 — ACCOUNTABILITY

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

S-50 — ALLIED SCHOOLS

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

S-51 — AMEND OPEN MEETINGS ACT FOR EVALUATIONS

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

YOUR NASB STANDING POSITIONS

106TH LEGISLATURE, 2ND SESSION

S-52 — AUTHORITY OF SCHOOL BOARDS

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

S-53 — CHARTER SCHOOLS

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

S-54 — DUTIES OF SCHOOLS

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

S-55 — EDUCATIONAL SERVICE UNIT GOVERNANCE

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

S-56 — EDUCATIONAL SERVICE UNIT REORGANIZATION

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

S-57 — INTERACTIVE REMOTE COMMUNICATION TECHNOLOGY (TELEVIDEO)

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

S-58 — ORGANIZATION

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

S-59 — PERSONAL LIABILITY

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

S-60 — RESTRICTION OF RESOURCES AND BOARD RESPONSIBILITIES

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

S-61 — SCHOOL ACTIVITIES

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

S-62 — SCHOOL CALENDARS

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

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-63 — ACTIVITY ASSIGNMENTS

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

S-64 — COMPENSATION

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

S-65 — CRIMINAL BACKGROUND CHECKS

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

YOUR NASB STANDING POSITIONS

106TH LEGISLATURE, 2ND SESSION

S-66 — EMPLOYEE BONUSES AND INCENTIVES

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

S-67 — MEDICAL INSURANCE

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

S-68 — RECOGNITION

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

S-69 — RETIREMENT

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

S-70 — SCOPE OF BARGAINING

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

S-71 — STAFF DEVELOPMENT AND EVALUATION

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

STATE POLICY

S-72 — ADVISORY GROUPS

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

S-73 — CHOICE AND AFFILIATION

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

S-74 — CONSTITUTIONAL RIGHTS & RESPONSIBILITIES

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

S-75 — CORPORATE SPONSORSHIPS IN SCHOOLS

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

S-76 — EDUCATIONAL SERVICE UNITS

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

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

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

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

YOUR NASB STANDING POSITIONS

106TH LEGISLATURE, 2ND SESSION

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

(2009, amended 2016)

S-78 — INDEPENDENT SCHOOL DISTRICTS

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

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

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

S-80 — LOCAL DISTRICT ADVOCACY

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

S-81 — NDE AUTHORITY

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

S-82 — NONPUBLIC SCHOOLS STANDARDS

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

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

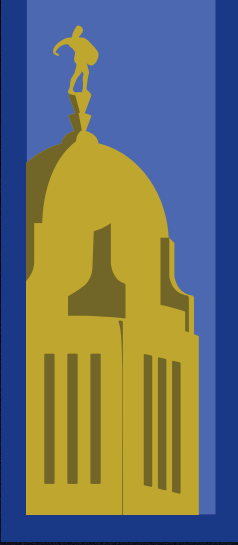
NASB supports efforts to bring policy makers of the executive and legislative branches, educators, school boards, learning community coordinating councils, and ESU boards, and citizens together to determine the best course for the future delivery of PK-12 education to the students of the state. NASB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



2020 LEGISLATIVE ISSUES CONFERENCE

FEBRUARY 9-10 | CORNHUSKER MARRIOTT HOTEL LINCOLN

FINISHING STRONG IN THE SECOND HALF!



**2020 SESSION
FINAL REPORT**



**Kissel, Kohout
ES Associates LLC**



**Kissel, Kohout
ES Associates LLC**

301 South 13th Street
Suite 400
Lincoln, Nebraska 68508
kisselkohoutes.com
P. 402.476.1188
F. 402.476.6167

August 24th, 2020

To: Ralston Public Schools Board of Education

From: Joseph Kohout, Brennen Miller

RE: Final Report for the 2020 Legislative Session

Unprecedented. That word has been used to sum up many parts this year for us all, and it should be of no surprise that it has come to define the 2020 session of the Nebraska Legislature. In January, when senators returned to the snow capped capitol building they found a calmer body than that of the 2019 session, which was fueled by emotion, politics, and tension. Instead, members welcomed a projected budget surplus, and while there was continued tension and stalemate on what route major issues like property taxes and business incentives would take, progress in the 2020 session was underway quickly. Making it through hearings, and with negotiations ongoing on the 'Big 3' issues, session seemed to have bumps ahead, but the short session was believed to be just that: short.

However all changed in early March as COVID-19 reached Nebraska, and as the first community spread cases were reported. Speaker Jim Scheer, and Senator Hilgers, Chair of the Executive Board of the Legislature, announced that the body would suspend the session for an indefinite period, eventually lasting until late July. During this time, negotiations on the 'Big 3' items that would require quick action when the session eventually returned were ongoing, and while the focus of some remained on the already failed LB1106, others came together to design a package in one bill which would again include all three issues. This measure, which was eventually put into LB1107 adopts property tax relief, the ImagiNE Act, which replaces the expiring Nebraska Advantage Act for business incentives, and establishes the ability for the state to appropriate future funds towards the NExT Project, a historic economic development project on the campus of the University of Nebraska Medical Center. This measure, while facing opposition debate when the body returned, eventually passed with a large majority of members before being signed into law by Governor Pete Ricketts on August 17th. The session also held major successes for mental health services in our state, economic development, and produced a balanced budget with no gubernatorial vetoes.

While the session began with less emotion than that of 2019, it returned in the closing days of the 2020 session, with tension boiling over on numerous topics. From property taxes, to state actions towards the fight with COVID-19, to protections to meat packing, police reforms, and public health, emotions rose as did personal attacks between individual members. It is likely that these tensions will continue towards the 2021 session which will convene in January. What has to be seen however is what new personalities join the body with the coming November elections. Those new members will not only bring new ways of working with their colleagues, but new sets of priorities. What can be said for sure is that the invisible enemy we all face together will continue to impact our lives, and with it come many unknowns that the members of the 2021 session may face.

Through this unprecedented time however, we believe that we found success during the 2020 session, which we look forward to carrying through the interim, and into 2021. We thank you for your trust in us to represent you before our state government, and as always stand by willing to answer any questions you may have. Again, thank you.

Joseph D. Kohout
Managing Partner

Brennen L. Miller
Associate



RALSTON PUBLIC SCHOOLS DELEGATION PRIORITY LEGISLATION

Members of the Ralston Public Schools delegation of senators identified their personal priority bills earlier in the 2020 session. Below, please find the final status of these bills. Please note that each of the personal priority bills identified by members of the delegation were passed on Final Reading, and approved by the governor.

Sen Lathrop: LB912 (Brandt) *Adopt the County Court Expedited Civil Actions Act and change certain procedures relating to civil actions*

APPROVED BY THE GOVERNOR ON AUGUST 6th, 2020

Sen McDonnell: LB963 (Brewer) *Change workers' compensation provisions for injuries to first responders and frontline state employees and burial expenses*

APPROVED BY THE GOVERNOR ON AUGUST 15TH, 2020



LEGISLATION OF INTEREST

LB147 (Groene) *Change the Student Discipline Act to provide for use by a teacher or administrator of necessary physical contact or physical restraint and provide procedures and grounds for removal from a class in response to student behavior*

RPS POSITION: OPPOSE

INDEFINITELY POSTPONED ON A PROCEDURAL MOTION

Following the bill's introduction during the 2019 session, and Senator Groene's successful motion to pull the bill from the Education Committee to General File, the bill was not debated again and was designated a carryover bill into the 2020 session. When the bill did reappear in January of 2020, it was designated Senator Murman's personal priority for the session and debated in July when the legislature returned from its suspension due to COVID-19. ON July 30th Senator Groene made a motion to invoke cloture on the bill, however when that motion came for a vote he was unsuccessful by a single vote. Following this defeat, Senator Groene attempted to amend provisions of LB147 onto Senator Vargas' LB515 through AM3379, however the amendment was defeated after receiving only 20 votes to adopt the amendment.

LB147 was indefinitely postponed due to procedural motion on the final day of the 2020 session. We fully expect this legislation to be introduced again during the 2021 session in January.

LB1089 (Vargas) *Require students to complete the FAFSA prior to graduation from high school*

RPS POSITION: MONITOR

VETOED BY GOVERNOR PETE RICKETTS ON AUGUST 17TH, 2020

Named Senator Vargas' personal priority bill for the 2020 session, LB1089 was advanced from the Education Committee on July 27th, 2020, late into the reconvened session. While the bill did advance with a committee amendment, and was further attempted to be amended with provisions from Senator Vargas' LB515, the bill was advanced on General File and eventually Final Reading on a vote of 29-12-8 after considerable debate on the generalized role of government, and requirements for individuals to provide financial information. Following adjournment of the legislature Sine Die for the year, Governor Pete Ricketts returned LB1089 without his approval. Because the body had adjourned for the year, Senator Vargas was unable to attempt an override, and the bill died for the year.

While the bill was vetoed, we expect that a similar measure will be introduced by Senator Vargas in the 2021 session, pending his successful reelection to the legislature in the November general election.

LB974 (Revenue) *Change taxation and school funding provisions*

RPS POSITION: OPPOSE

INDEFINITELY POSTPONED ON A PROCEDURAL MOTION

LB974, a committee priority bill for the Revenue Committee during the 2020 session can be viewed as genesis in relation to the major work around property tax relief during the session. The bill was advanced on February 13th, 2020 to General File following a hearing which consisted of extensive opponent testimony from Nebraska school districts, including Ralston which was represented by Jason Buckingham. When the measure appeared for debate on the floor, it immediately encountered a filibuster largely focusing on the harm that would come to



school districts if the measure were to pass. The bill was not heard following hitting the 3-hour limit to debate on February 20th.

The failure of LB974 would later lead to the unsuccessful consideration of LB1106, and the eventual compromise and passage of LB1107.

LB1106 (Scheer) *Eliminate obsolete sales tax provisions*

RPS POSITION: OPPOSE

INDEFINITELY POSTPONED ON A PROCEDURAL MOTION

Introduced to the Revenue Committee as a general vehicle for the committee to amend into a tax compromise, there was no testimony given aside from that of Speaker Scheer who introduced the measure. However, that quickly changed as the bill advanced on March 25th with an amendment that would have damaged school districts while adopting tax relief. The bill encountered tremendous push back on the floor during extended debate, but was unable to reach enough votes to invoke cloture. The bill, after having gone for the 3 hour limit established by Speaker Scheer, was pulled from the agenda, and work began anew by a small group of senators on a 'Plan B'

The failure of LB1106 on General File eventually led to the amending and eventual passage of LB1107.

LB1107 (Linehan) *Adopt the ImagiNE Nebraska Act, Key Employer and Jobs Retention Act, Renewable Chemical Production Tax Credit Act, Customized Job Training Act, Nebraska Transformational Projects Act, and the Nebraska Property Tax Incentive Act and change and provide other related provisions.*

UCSC POSTION: SUPPORT

APPROVED BY THE GOVERNOR ON AUGUST 17TH, 2020

Following the failure of LB1106 to reach agreement, and a cloture motion, members of the 'Gang of 7' or 'Super 7' returned to the drawing board to package the 'big 3' issues of the session together in a form that could gain enough votes to overcome a filibuster, achieve cloture, and pass not only the legislature but the governor as well. What was produced appeared as LB1107. Combining property tax relief, the ImagiNE Act, and the economic development project at UNMC, the bill eventually passed Final Reading with an emergency clause on a vote of 41-4-4 before being approved by the governor.

The bill provides for tax relief through \$125 million in year 1, gradually rising to \$375 million by year 5 at which point the amount will increase at the same rate as a statewide increase in property tax valuation. Relief is provided through a refundable income tax credit for property taxes paid for local schools.

Business incentives are limited to \$25 million in the first 4 years, before increasing to \$150million in year 5. Additionally, the state sets forth language allowing the eventual appropriation of \$300 million in state funding towards the University of Nebraska Medical Center's NEXt project.

We expect ongoing conversations in future sessions regarding spending, especially given the unknown impact of COVID-19 that may come during the interim months leading up to the 2021 session. As well, it is expected that some members who argued that LB1107 does not provide



enough property tax relief will introduce plans during the upcoming session, as well as building on the ongoing conversations to examine the entire tax structure in Nebraska.

LB1073 (DeBoer) *Create the School Financing Review Commission, add basic funding aid, and change adjusted valuations, the local effort rate, and certification dates*

RPS POSITION: OPPOSE

INDEFINITELY POSTPONED ON A PROCEDURAL MOTION

Named Senator DeBoer's personal priority bill for the 2020 session, LB1073 was her attempt to combine school finance reform, but also to play a substantive role in the ongoing negotiations on the balance of school funding and property tax relief. The bill was heard by the Education Committee on February 11th, 2020 but was never advanced by the committee for further consideration. LB1073 was indefinitely postponed on a procedural motion during the final day of the legislature.

LB1202 (Linehan) *Adopt the Opportunity Scholarships Act and provide for tax credit*

RPS POSITION: OPPOSE

INDEFINITELY POSTPONED ON A PROCEDURAL MOTION

Similar to a slew of bills introduced over the last decade on the same topic, LB1202 sought to establish the Opportunity Scholarships Act in which both individual and corporate taxpayers would qualify for a non-refundable credit equal to the amount that the payer contributed to a scholarship granting organization, but was limited to 50% of their the payers state income tax liability. The bill came with a \$10 million fiscal note, and encountered considerable opposition testimony during the hearing.

While LB1202 did not advance during the 2020 session, we do believe that further attempts to bring forth similar legislation will continue into future sessions.

LB206 (Morfeld) *Protect free speech rights of student journalists and student media advisers*

RPS POSITION: OPPOSE

INDEFINITELY POSTPONED ON A PROCEDURAL MOTION

Introduced as Senator Morfeld's personal priority for the 2020 session, LB206 was advanced by the Judiciary Committee including an amendment limiting the scope. While the bill was successful on General File on a vote of 27-5-17, opposition in the form of a filibuster on Select File stopped the bill after its allotted time for debate, stopping the bill for the session.

Senator Morfeld has spoken at length about his experiences during high school that lead to the introduction of LB206. It is likely that we will similar legislation in the 2021 session.

LB1039 (Cavanaugh) *Adopt the Hunger-Free Schools*

RPS POSITION: SUPPORT

INDEFINITELY POSTPONED ON A PROCEDURAL MOTION

Heard by the Education Committee on February 18th, LB1039 was not advanced by the committee for further consideration. LB1039 sought to provide free breakfast and lunch to all public school students in Nebraska, with any meals provided that do not qualify for free and reduced lunch programs reimbursed by the state. The measure came with a large fiscal note, projecting expenditures of over \$56 million. When the legislature returned from its suspension due to COVID-19, Senator Cavanaugh filed MO183 in order to pull the bill from the Education



Committee. She did this following Senator Groene's successful motion to pull his LB147, the student discipline act, from the same committee. MO183 was not taken up by the body, and LB1039 was indefinitely postponed on a procedural motion during the final day of the session.

LB965 (McDonnell) *Establish a language assessment program for children who are deaf or hard of hearing*

RPS POSITION: SUPPORT

APPROVED BY THE GOVERNOR ON AUGUST 15TH, 2020

Named a Speaker Priority Bill for the 2020 session, LB965 was advanced by the Education Committee to include provisions of the original LB965, and Senator Wishart's LB839. LB965 establishes a language assessment program for children who are deaf or hard of hearing to assess, monitor, and track development for those children from birth through the age of 5. Language provided by Ralston Public Schools to LB839, establishing ASL as a for-credit world language, was included in section 2 of the committee amendment which was adopted on General File.

LB751 (Blood) *Provide for a mental health exception to compulsory education requirements –*

RPS POSITION: SUPPORT

APPROVED BY THE GOVERNOR ON AUGUST 6TH, 2020

Under LB751 was named a Speaker Priority Bill. The measure amends considerations for the development of a collaborative plan for truancy. Considerations are amended to include mental health to the existing language of physical and behavioral health. A plan must be developed and implemented unsuccessfully following 20 days of truancy before the school may refer the matter to the county attorney. The bill was passed on Final Reading with a vote of 48-0-1 before being approved by the governor.

LB1080 (Lathrop) *Require school policies that prohibit sexual conduct with students and former students*

RPS POSITION: Support

APPROVED BY THE GOVERNOR ON AUGUST 7TH, 2020

LB1080 was heard before the Education Committee on February 11th before advancing to General File as a Speaker Priority Bill for the 2020 session. The measure as passed requires all public and private K-12 schools to have a policy on appropriate conduct between employees and students, including a ban on employees engaging in sexual acts with current students or those who have ended their education within the past year. The measure was passed on Final Reading 47-0-2 before being approved by the governor.

LR306 (Wishart) *Urge Congress and the President of the United States to enact H. R. 1878 to fully fund the Individuals with Disabilities Education Act*

RPS POSITION: SUPPORT

PRESIDENT/SPEAKER SIGNED

The resolution sends forth a resolution from the legislature urging Congress and the President to enact the House Resolution which aims to reach 40% full funding for Special Education by 2028. The resolution, because it calls for the legislature to call on Congress and the President, was heard in the Education Committee on February 18th, before being adopted by the full body on a 36-0-13 vote. Because it is a resolution the single affirming vote by the body is the only action needed for the resolution to be adopted.



Ralston Public Schools Interim Studies of Interest

LR314 (Kolterman)- Interim study to review the most recent experience study required for all retirement systems administered by the Public Employees Retirement Board- Retirement Committee

LR315 (Kolterman) - Interim study to review a separate compliance audit obtained by the Public Employees Retirement Board, as required under section 84-1503, of the state-administered retirement systems- Retirement Committee

LR316 (Kolterman) - Interim study to examine the public employee's retirement systems administered by the Public Employees Retirement Board- Retirement Committee

LR317 (Kolterman)- Interim study to carry out section 13-2402 which requires the Nebraska Retirement Systems Committee to monitor defined benefit plans administered by political subdivisions- Retirement Committee

LR318 (Kolterman) - Interim study to review progress in complying with sections of statute which require transferring management of the Omaha Schools Employee Retirement System to the Public Employees Retirement Board- Notice for hearing 9/18/20

LR337 (Brandt) - Interim study to reexamine which Nebraska-grown food products can feasibly be used for school meals and snacks- Agriculture Committee

LR348 (Lindstrom) - Interim study to examine service animal fraud and emotional support animal fraud- Health and Human Services Committee

LR358 (Hansen, M)- Interim study to review the Nebraska Workers' Compensation Act- Business and Labor Committee

LR359 (Hansen, M) - Interim study to review the Employment Security Law and the effects of the COVID-19 pandemic on the efficacy of the law- Business and Labor Committee

LR362 (DeBoer) - Interim study to conduct an in-depth review of the financing of special education in public primary and secondary schools- Education Committee

LR363 (DeBoer)- Interim study to conduct an in-depth review of the financing of the public elementary and secondary schools- Education Committee

LR370 (Urban Affairs Committee) - Interim study to examine the statutes governing all classes of municipalities in Chapter 18 of the Nebraska Revised Statutes

LR371(Urban Affairs Committee) - Interim study to examine issues within the jurisdiction of the Urban Affairs Committee

LR383 (Lathrop) - Interim study to examine issues within the jurisdiction of the Judiciary Committee- Judiciary Committee

LR390 (Stinner)- Interim study to assess the fiscal and economic impact of the COVID-19 pandemic on Nebraska's early childhood workforce and the early childhood care and education system- Notice for hearing 9/29/20



LR393 (Pansing-Brooks)- Interim study to review juvenile justice involvement for youth who commit certain status offenses- Judiciary Committee

LR395 (Blood) - Interim study to determine the benefits of requiring each committee of the Legislature to complete a study and hold a public hearing for each interim study resolution referred to that committee- Executive Board

LR399 (Groene)- Interim study to conduct an in-depth review of how at-risk and economically disadvantaged students are identified as a qualification factor for state-funded, education-related programs at the primary, secondary, and postsecondary levels- Education Committee

LR400 (Groene) - Interim study to examine issues within the jurisdiction of the Education Committee- Education Committee

LR401 (Groene) - Interim study to examine the enrollment option program- Education Committee

LR402 (Groene)- Interim study to examine the impact of COVID-19 on the education of Nebraska's children- Education Committee

LR425 (Hilkemann)- Interim study to examine the administrative costs of local systems and school districts- Education Committee

LR436 (Walz)- Interim study to determine whether elementary and secondary students in Nebraska have adequate access to clean drinking water throughout the school day- Urban Affairs Committee

LR441(Cavanaugh) - Interim study to examine issues related to paid family and medical leave- Business and Labor Committee

LR452 (Vargas) - Interim study to examine career and technical education programs and opportunities- Education Committee



We thank you for your trust in Kissel, Kohout, ES Associates and our services before Nebraska's state government. Our firm works tirelessly in order to promote and protect your interests, and the tremendous work being done therein. The opportunity to work on behalf of you is not just a job, it is a personal passion for our entire team.

This concludes our report on the 2020 session

THANK YOU

| Kissel, Kohout
ES Associates LLC



2020 NEBRASKA UNICAMERAL LEGISLATURE
Alphabetical List

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

As of 1/1/2020

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

2020 NEBRASKA UNICAMERAL LEGISLATURE

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

As of 1/1/2020

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



Calendar Revisions Due to COVID-19 Pandemic

Overview

Include in this revised calendar are a few additions and revisions to the initial 2020-2021 school calendar. These revisions allow for flexibility in scheduling to provide an opportunity to adapt and navigate the potential unknowns as the 2020-2021 school year unfolds. These additions and revisions will allow the District to serve, communicate, and adapt to the needs of our school community better amidst a public health crisis.

Recommendation: Build possible make-up days into the calendar.

Make-up days would provide flexibility within our school calendar. It will allow the District the opportunity to communicate early on regarding our potential make-up plans if we have no school days in the school building or remotely. These days are spread throughout the year, allowing the District the opportunity to make timely situational decisions related to when we should make up these dates.

Recommendation: End of quarter flexibility.

Creating flexible quarter-end dates allows the District to address meeting the instructional hour requirements and the unknown timing implications of the virus. By having minimum and maximum end dates for each quarter, it allows us to make decisions to transition between quarters at a faster or slower pace based on what is happening with the health status of our community as we move through the year.

1st Quarter	Scheduled: 10/14/2020 Earliest end date: 10/8/2020 Latest end date: 11/3/2020
2nd Quarter	Scheduled: 12/21/2020 Earliest end date: 12/14/2020 Latest end date: 1/21/2021
3rd Quarter	Scheduled: 3/12/2021 Earliest end date: 3/1/2021 Latest end date: 3/24/2021
4th Quarter	Scheduled: 5/25/2021 Earliest end date: 5/5/2021 Latest end date: last student day

*without makeups



K-6 EXTENDED CAMPUS LEARNING

The Program follows the Red Square, Blue Triangle schedule and includes Reading, Writing, Math, and Morning Meetings

8:00 a.m. - 2:00 p.m.
**Day 1 - Zoom with
Teacher**
**Day 2 - On Your Own
Learning***

**Daily attendance is
required, both on
Zoom days, and on
self-directed learning
days*

TO REGISTER:

1. Enroll at [RalstonPublicSchools.org](https://www.ralstonschools.org)
2. School will reach out and set up a time to get materials *(if needed)*
3. Enrollment change will be processed *(may take 2 days)*
4. Extended Campus teacher will send an email and set a start day *(will also provide a daily schedule)*

Technology Help:

<https://www.ralstonschools.org/domain/2237>



APRENDIZAJE EXTENDIDO DEL CAMPUS DE GRADOS K-6

El programa sigue el horario del Cuadro Rojo, el Triángulo Azul, e incluye lectura, escritura, matemáticas y una reunión matutina

Para Inscribirse

1. Inscríbese en [RalstonPublicSchools.org](https://www.ralstonschools.org)
2. La escuela se comunicará y establecerá un horario para obtener materiales (si es necesario)
3. Se procesará el cambio de la inscripción (puede demorar 2 días)
4. El maestro de Extended Campus enviará un correo electrónico y establecerá un día de inicio (también proporcionará un horario diario)

8:00 a.m. - 2:00 p.m.

Día 1 - Zoom con el maestro

Día 2 - *Aprendizaje por su propia cuenta

**Se requiere asistencia diaria, tanto en los días de Zoom como en los días de aprendizaje autodirigido*

Ayuda tecnológica:

<https://www.ralstonschools.org/domain/2237>

Extended Campus Learning Plan Counts

School	Grade	Staff Ratio in Person	Total	In Person as of 8/21/2020	Extended Campus Learning Requests as of 7/26/2020 (unconfirmed)	Confirmed Extended Campus Learning Requests as of 8/14/2020	Confirmed Extended Campus Learning Requests as of 8/21/2020	Waiting for Replies						
Blumfield	PreKindergarten	1	12	12										
	Kindergarten	2	37	31	7	6	6	0						
	1st Grade	2	39	32	11	6	7	0						
	2nd Grade	2	50	41	5	8	9	0						
	3rd Grade	2	50	41	7	10	9	1						
	4th Grade	2	51	40	10	12	11	1	Kindergarten	8/14	8/21	Waiting		
	5th Grade	2	49	32	14	12	17	1	1st Grade	40	42	1		
	6th Grade	2	47	32	6	10	15	0	2nd Grade	36	45	1		
Karen Western	PreKindergarten	1	10	10					3rd Grade	51	54	0		
	Kindergarten	1	33	24	8	9	9	0	4th Grade	42	48	3		
	1st Grade	1	16	12	2	4	4	0	5th Grade	43	50	1		
	2nd Grade	1	30	20	9	10	10	0	6th Grade	44	56	1		
	3rd Grade	1	22	19	2	1	3	0	7th Grade	39	50	1		
	4th Grade	1	35	28	4	7	7	0	8th Grade	20	23	9		
	5th Grade	1	25	21	1	3	4	0	9th Grade	23	23	14		
	6th Grade	1	31	25	4	5	6	0	10th Grade	11	23	2		
Meadows	PreKindergarten	2	21	21					11th Grade	21	33	1		
	Kindergarten	2	36	24	11	12	12	0	12th Grade	13	25	2		
	1st Grade	2	37	24	8	10	13	0	Super Seniors & Young Adult	19	29	1		
	2nd Grade	2	39	25	15	14	14	0		8	10	2		
	3rd Grade	2	45	32	6	10	13	1						
	4th Grade	2	41	33	9	6	8	0						
	5th Grade	1	36	24	9	12	12	0						
	6th Grade	2	45	39	6	6	6	0						
Mockingbird	PreKindergarten	1	12	12										
	Kindergarten	3	56	46	9	9	10	0						
	1st Grade	2	46	36	8	5	10	0						
	2nd Grade	2	52	42	6	9	10	0						
	3rd Grade	2	50	36	17	13	14	0						
	4th Grade	2	49	36	7	8	13	0						
	5th Grade	2	50	41	6	4	9	0	BL	In Person	Extended Campus	Extended Campus %	Total Students	
	6th Grade	2	45	34	2	8	11	0	KW	249	74	23%	323	
Seymour	PreKindergarten	1	12	12					ME	149	43	22%	192	
	Kindergarten	2	39	38	2	0	1	1	MB	201	78	28%	279	
	1st Grade	1.5	31	27	5	4	4	1	SY	271	77	22%	348	
	2nd Grade	1.5	32	28	5	3	4	0	WW	215	26	11%	241	
	3rd Grade	1.5	38	35	4	2	3	1	RMS	219	47	18%	266	
	4th Grade	1.5	34	29	3	4	5	0	RHS	433	71	14%	492	
	5th Grade	1.5	36	32	5	4	4	0		897	157	16%	996	
	6th Grade	1.5	31	26	7	5	5	1						
Wildewood	PreKindergarten	2	22	22										
	Kindergarten	2	41	37	7	4	4	0						
	1st Grade	2	37	30	4	7	7	0						
	2nd Grade	2	37	30	6	7	7	0						
	3rd Grade	2	33	27	4	6	6	0						
	4th Grade	1	30	24	6	6	6	0						
	5th Grade	2	42	32	4	9	10	0						
	6th Grade	2	46	39	4	5	7	0						
Ralston Middle	7th Grade		247	221	26	19	30	2						
	8th Grade		245	212	33	23	41	3						
Ralston High	9th Grade		229	208	21	27	32	0						
	10th Grade		237	206	31	37	46	1						
	11th Grade		246	223	23	35	40	2						
	12th Grade				24	33	39	1						
	Super Seniors & Young Adult		284	260	7	10	13	1						
Total			3226	2723	440	479	586	18						
				84%	14%	15%	18%	1%						



Advocating for Physicians and the
Health of all Nebraskans

June 22, 2020

John Spatz, J.D.
Executive Director
Nebraska Association of School Boards
1311 Stockwell Street
Lincoln, NE 68502

Dear John,

The Nebraska Medical Association (NMA) represents almost 4,000 physicians, residents, and medical students across the state of Nebraska. On behalf of our members, the NMA would like to commend you and the NASB members on its' thoughtful and creative approach to re-open schools safely.

Global research continues to show that social distancing, hand washing, and the use of face coverings at all times are important interventions in reducing the spread of COVID-19 in our communities. We strongly support the use of masks or cloth face coverings at all times in enclosed settings in order to reduce the chance of spread of the virus. Following these guidelines will not only keep our students safe, but also the community they interact with.

Thank you for your leadership and your commitment to keeping children and the community safe.

Sincerely,

Todd E. Hlavaty, MD
NMA President



Athletic COVID-19 Contest Protocols

Ralston Public Schools will follow guidance from the Nebraska Schools Activity Association, Nebraska Department of Education, and local public health officials for all extracurricular activities.

Pre-Screening

- Parents will screen their children at home for fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea.
- If symptomatic, students will not report to school/practice/contest and parents will consult a medical professional.
- Temperature checks will be performed by coach/sponsor before students leave for away games. Students with a temperature above 100.4° will not be allowed to participate and should not be allowed to travel to the away site.

Spectators

- Each RPS student athlete in football, volleyball, and softball will be given a game voucher allowing for four (4) immediate family members to purchase tickets. All four people need to be present when the tickets are purchased. The vouchers are numbered and the number will be crossed off when tickets associated with the particular voucher are purchased. Families will use the game voucher for each home game in the sport in which their student participates. RPS does not host cross country or golf matches. For tennis, RPS is asking only four family members to attend, and the fans need to social distance around the courts.
- For visiting fans, RPS will use the game roster sent by the opposing team for attendance. Visiting fans will state which player they are related to and will then be allowed to purchase up to four tickets. All fans associated with one specific player should be present when tickets are purchased as that player's name will

be crossed off and no other purchases would be allowed under that player's name. We ask only immediate family members to attend the events.

- Student sections are not permissible.
- Media may attend games.
- Social distancing is expected at all times at all venues.
- Family units will sit six-feet apart from non-family members.
- Both indoor and outdoor venues will be marked, indicating which rows of seating are open, and which are prohibited.

Entering Building or Field

- Social distancing practices will be in place.
- Use of designated home and visitor entry and departure points when possible to prevent intermixing of participants and spectators. Ralston Public Schools will send specific information for all visiting teams to their Activities/Athletic Director prior to each athletic event.

Masks

- Players are not expected to wear masks during actual physical competition.
- Players will be encouraged to wear masks while sitting on benches, standing or sitting on the sidelines or in dugouts. Coaches of indoor activities are encouraged to wear masks at all times.
- Masks are expected of any spectator attending activities at inside venues. For outside venues, masks are expected if social distancing is not possible.

Hand Washing/Hand Sanitizing

- Players and staff will wash or sanitize their hands upon arrival, during and throughout the contests as is practical.

Cleaning and Disinfecting Surface

- District cleaning procedures will be followed.
- Surfaces will be cleaned and disinfected before and after each competition.

Water Fountains

- Only water bottles will be allowed. No drinking from water fountains.
- Players are to bring their own water bottles.

Officials

- All officials are encouraged to wear masks.
- Social distancing may not be possible in the official's locker room. This will be communicated prior to the contest.
- Social distancing rules are in effect for coach/official interactions.

Training Room

- Ralston Public Schools will communicate training room procedures to visiting schools.
- Signage will be posted indicating training room procedures.
- Masks are to be worn by athletes, coaches, and trainers in the training room.

Social Distancing

- Coaches and players will be asked to practice proper social distancing as much as possible. Visiting teams may not be provided a locker room. Teams should arrive prepared for competition.
- When possible, six-foot social distancing is expected in the locker room.
- Masks are to be worn in the locker room/training room.

- Coaches are responsible for supervision.
- No loitering in locker rooms. A team may have to use the locker room in shifts.

Exiting the Building/Competition Area

- Social distancing should remain in place.
- Spectators and players are expected to leave campus/facility after competitions have finished.

Student Groups

- Marching band may perform at halftime.
- Varsity Cheer and Varsity Dance are both allowed with social distancing. This is for home teams only. Visitor cheer/dance/band are prohibited.
- No Student Section.

Workers

- Workers are to follow internal safety protocols.
- While on duty, ticket takers will be expected to wear masks and gloves when handling money.

Concessions

- Concessions will be offered as conditions permit. Changes to our community's health status may affect the offering of concessions.

Handshaking

- Not permitted. Teams are to leave the competition site as soon as possible.



Protocolos del Concurso Atlético Durante el COVID-19

Las Escuelas Públicas de Ralston seguirán la guía de la Asociación de Actividades de las Escuelas de Nebraska, el Departamento de Educación de Nebraska, y los funcionarios de salud pública locales para todas las actividades extracurriculares.

Evaluación Previa

- Los padres examinarán a sus estudiantes en casa para detectar fiebre o escalofríos, tos, falta de aire o dificultad para respirar, fatiga, dolores musculares o corporales, dolor de cabeza, nueva pérdida del gusto u olfato, dolor de garganta, congestión o secreción nasal, náuseas o vómitos y diarrea.
- Si es sintomático, los estudiantes no se reportarán a la escuela / práctica / concurso y los padres consultarán a un profesional de medicina.
- El entrenador / patrocinador realizará controles de temperatura antes de que los estudiantes se vayan a los partidos fuera de casa. Los estudiantes con una temperatura por encima de los 100.4 no podrán participar y no se les debe permitir viajar al sitio alejado.

Espectadores

- A cada atleta estudiante de RPS en fútbol, voleibol y softbol se le dará un cupón para el juego que permite que cuatro (4) miembros de la familia inmediatas compren boletos. Las cuatro personas deben estar presentes cuando se compran las entradas. Los cupones están numerados y el número se tachará cuando se compren los boletos asociados con el cupón en particular. Las familias utilizarán el cupón para cada partido local en el deporte en el que participa su estudiante. RPS no recibirá partidos de carreras a campo traviesa o del golf. Para el tenis, RPS está pidiendo que solo cuatro miembros de la familia asistan y los aficionados necesitan distanciarse socialmente alrededor de las canchas de tenis.

- Para los aficionados visitantes, RPS usará la lista de juegos enviada por el equipo contrario para la asistencia. Los aficionados visitantes indicarán con cual jugador están relacionados y luego se les permitirá comprar hasta cuatro boletos. Todos los aficionados asociados con un jugador específico deben estar presentes cuando se compren los boletos, ya que el nombre de ese jugador será tachado y no se permitirían otras compras bajo el nombre de ese jugador. Solo pedimos a los familiares inmediatos que asistan a los eventos.
- Secciones de estudiantes no están permitidos.
- Los medios de comunicación pueden asistir a los juegos.
- Se espera el distanciamiento social en todo momento en todos los lugares.
- Las unidades familiares se sentarán a 6 pies de distancia de los miembros que no sean familiares.
- Se marcarán tanto los lugares interiores como los exteriores, indicando qué filas de asientos están abiertas y cuáles están prohibidas.

Entrando al Edificio o al Campo del Juego

- Se implementarán prácticas de distanciamiento social.
- Uso de puntos de entrada y salida designados para los de nuestra escuela y visitantes cuando sea posible para evitar la mezcla de participantes y espectadores. Las Escuelas Públicas de Ralston enviarán información específica para todos los equipos visitantes a su Director de Actividades / Deportes antes de cada evento deportivo.

Máscaras (Cubre bocas)

- No se espera que los jugadores usen máscaras (cubre bocas) durante la competencia física real.
- Se alentará a los jugadores a que usen máscaras (cubre bocas) mientras estén sentados en los bancos, de pie o sentados al margen o en las casetas. Se les pide a los entrenadores de actividades de adentro a que usen máscaras (cubre bocas) en todo momento.
- Se espera que los aficionados usen máscaras (cubre bocas) en los eventos interiores y en los eventos al aire libre si el distanciamiento social no es posible.

Lavado de Manos / Desinfección de Manos

- Los jugadores y el personal se lavarán o desinfectarán las manos al llegar, durante y entre el tiempo de los concursos, según sea práctico.

Limpieza y Desinfección de Superficies

- Se seguirán los procedimientos de limpieza del Distrito.
- Las superficies se limpiarán y desinfectarán antes y después de cada competición.

Fuentes de Agua

- Solo se permitirán botellas de agua. No pueden beber de las fuentes de agua.
- Los jugadores deben traer sus propias botellas de agua.

Oficiales

- Se alienta a todos los oficiales a usar máscaras (cubre bocas).
- Es posible que el distanciamiento social no sea posible en el vestuario de los oficiales. Esto se comunicará antes del concurso.
- Las reglas de distanciamiento social están vigentes para las interacciones entre el entrenador y el oficial.

Salón de Entrenamiento

- Las Escuelas Públicas de Ralston comunicarán los procedimientos del salón de entrenamiento a las escuelas visitantes.
- Se colocarán carteles indicando los procedimientos del salón de entrenamiento.
- Los atletas, entrenadores y personal deben usar máscaras (cubre bocas) en el salón de entrenamiento.

Distanciamiento Social

- Se les pedirá a los entrenadores y jugadores que practiquen el distanciamiento social adecuado tanto como sea posible. A los equipos visitantes no se les puede proporcionar un vestuario. Los equipos deben llegar preparados para la competencia.
- Cuando sea posible, se espera un distanciamiento social de seis pies en el vestuario.
- Las máscaras (cubrebocas) se deben usar en el vestuario / salón de entrenamiento.
- Los entrenadores son responsables de la supervisión.
- Ninguna holgazanería en los vestuarios, ya que un equipo necesitará usar el vestuario en turnos.

Salida del Edificio / Área de Competencia

- El distanciamiento social debe permanecer en su lugar.
- Se espera que los espectadores y los jugadores salgan del campus / instalación después de que las competencias hayan terminado.

Grupos de Estudiantes

- La banda de marcha puede tocar durante el descanso.
- Varsity Cheer y Varsity Dance están permitidos con distanciamiento social. Esto es solo para el equipo local, está prohibido el cheer / dance / banda de los visitantes.
- No habrá una sección de estudiantes

Trabajadores

- Los trabajadores deben seguir los protocolos de seguridad internos.
- Mientras están de servicio, se espera que los tomadores de boletos usen máscaras (cubrebocas) y guantes cuando tomen el dinero.

Puestos Alimentarios

- Los puestos de comida se ofrecerán como lo permitan las condiciones. Los cambios en el estado de salud de nuestra comunidad pueden afectar la oferta de los puestos.

Apretón de Manos

- No será permitido. Los equipos deben salir del lugar de la competencia lo antes posible.

Ralston Public Schools 2020-2021 Kindergarten – 12th Grade Calendar

Final 6/9/20

JULY '20						
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 '21						
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 Winter Break

3-5 New Teachers
6-10 Pre-Service
11 First Day PK, Kg, 7 & 9
1:30 dismissal
12 All Students

AUGUST '20						
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 '21						
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						

12 District In-Service
15 Comp Day for Conferences

7 Labor Day
18 District In-Service

SEPTEMBER '20						
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 '21						
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			

12 End of 3rd Quarter
15 In-Service/Collaborative Planning
29-31 Spring Break

14 End of 1st Quarter
15 District In-Service/
Collaborative Planning
16 Comp Day for Conferences

OCTOBER '20						
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 '21						
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	

1-2 Spring Break

2 District In-Service
26-27 Thanksgiving Break

NOVEMBER '20						
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 '21						
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					

16 Graduation
25 Last Student Day/End of 4th Quarter
26 Last Staff Day/
Collaborative Planning (or possible makeup day)

21 End of 2nd Quarter & 1st Semester
22 Collaborative Planning
23-31 Winter Break

DECEMBER '20						
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 '21						
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/Staff Report
- No School for Students or Staff
- No School for Students or Staff or Possible Makeup Day due to Pandemic or Snow Day

Note: Quarter end dates may be adjusted if closure occurs.



In response to the COVID-19 pandemic, and with the safety and health of our students, staff, and community as our focus, the following guidelines will be strictly followed while working at or visiting the Ralston Public Schools District Office.

Visitors to Ralston Public Schools Buildings

- Masks must be worn by any visitor to a Ralston Public Schools building
- Social distancing is expected of all visitors and staff (stay at least 6 ft away from others at all times)
- All visitors and staff must review screening questions prior to entering any Ralston Public Schools facility each day
- Outside visitors to the schools or district office are encouraged to be limited to individuals who have critical school business to complete
- Masks will be worn by receptionists, secretaries, and other school staff when working with visitors
- Hand sanitizer will be readily available in all office areas and is encouraged to be used regularly
- Sneeze guards will be implemented in all high contact areas
- All regulatory DHHS policies and procedures will be followed

Screening Questions

Prior to entering any Ralston Public Schools facility, visitors and staff are asked to review the following screening questions. If anyone answers yes to any of these questions they will not be allowed into any Ralston Public Schools facility.

- In the last 14 days have you been exposed to anyone with COVID-19?
- Do you currently exhibit any symptoms: Cough, Shortness of breath or difficulty breathing, fever, chills, muscle pain, sore throat, fatigue, new loss of taste or smell?
- Other less common symptoms include gastrointestinal symptoms like nausea, vomiting, or diarrhea?
- Have you traveled outside of the country in the last 14 days?

District and Building Office Staff

- Masks will be worn by receptionists, secretaries, and other school staff when working with visitors
- All staff must have a mask readily available at all times
- All staff must wear a mask while moving around the building or away from their desk
- All staff must review screening questions prior to entering any RPS facility each day
- Social distancing is expected at all times (stay at least 6 ft away from others at all times)
- Virtual meetings will be encouraged to be used whenever possible
- Hand sanitizer will be readily available in all office areas and is encouraged to be used regularly



- Sneeze guards will be implemented in all high contact areas
- Hand washing will be expected at least every two hours
- If you answer yes to any of the screening questions please stay home and consult a physician
- Cleaning materials will be provided and ALL staff are encouraged to assist with keeping their work area cleaned, particularly high touch areas and computer devices
- Thorough cleaning will be completed at the end of each day
- All regulatory DHHS policies and procedures will be followed

Was anyone in direct contact with the positive individual?

(Direct contact is anyone who was closer than 6ft for longer than 15 cumulative minutes without a mask on)

Yes

Individuals in Direct Contact

- Self-quarantine for 14 days from the date of last exposure.
- Schedule a COVID-19 test at least five (5) days after last exposure.

No

If anyone was exposed less than 15min or further than 6ft or the exposure was a contact of a contact, the exposure is indirect and the individual should self-monitor for 14 days.

Exposed Individuals Who Test Positive

- Exclude for 10 days from symptom onset.
- Allow to return after 10 days and at least 3 of those days being without fever and improved respiratory and/or other symptoms.
- A COVID-19 "negative test" and/or a doctor's note is NOT required for return to school.

Exposed Individuals Who are Asymptomatic or Symptomatic Who Test Negative

- Exclude for 24 hours and follow schools readmission criteria.
- A doctor's note is NOT required for return to school.

Exposed Individuals Who are Symptomatic and Not Tested

- Exclude for 10 days from symptoms onset.
- Allow return after 10 days and at least 3 days without fever and improved respiratory and/or other symptoms.
- May return if a medical doctor determines an alternate diagnosis related to their symptoms and they meet school readmission requirements to include the doctor's note.

Please Note: Non-Exposed Individuals Who are Symptomatic

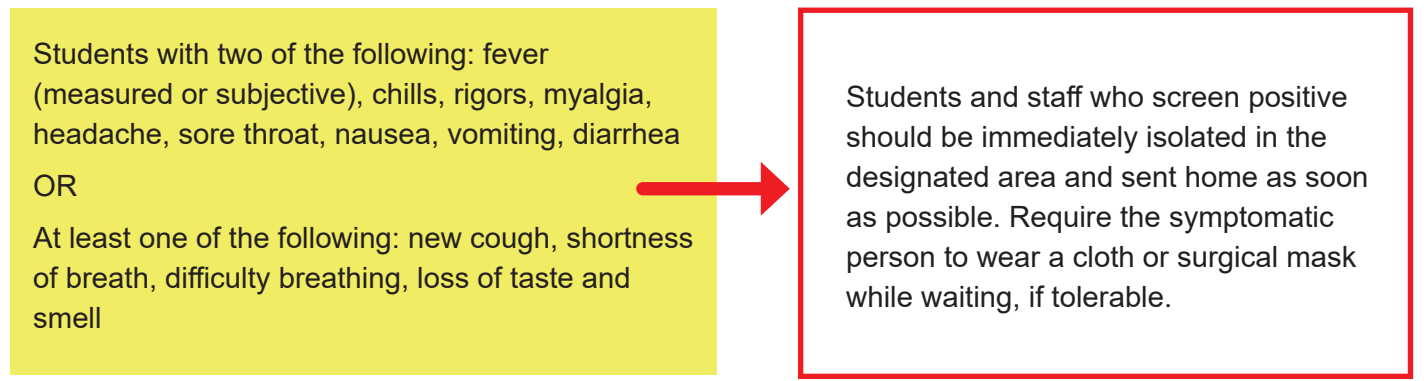
- Normal health room and COVID-19 screening procedures shall be followed when a student is simply ill not related to COVID-19.

COVID-19 Screening Symptoms

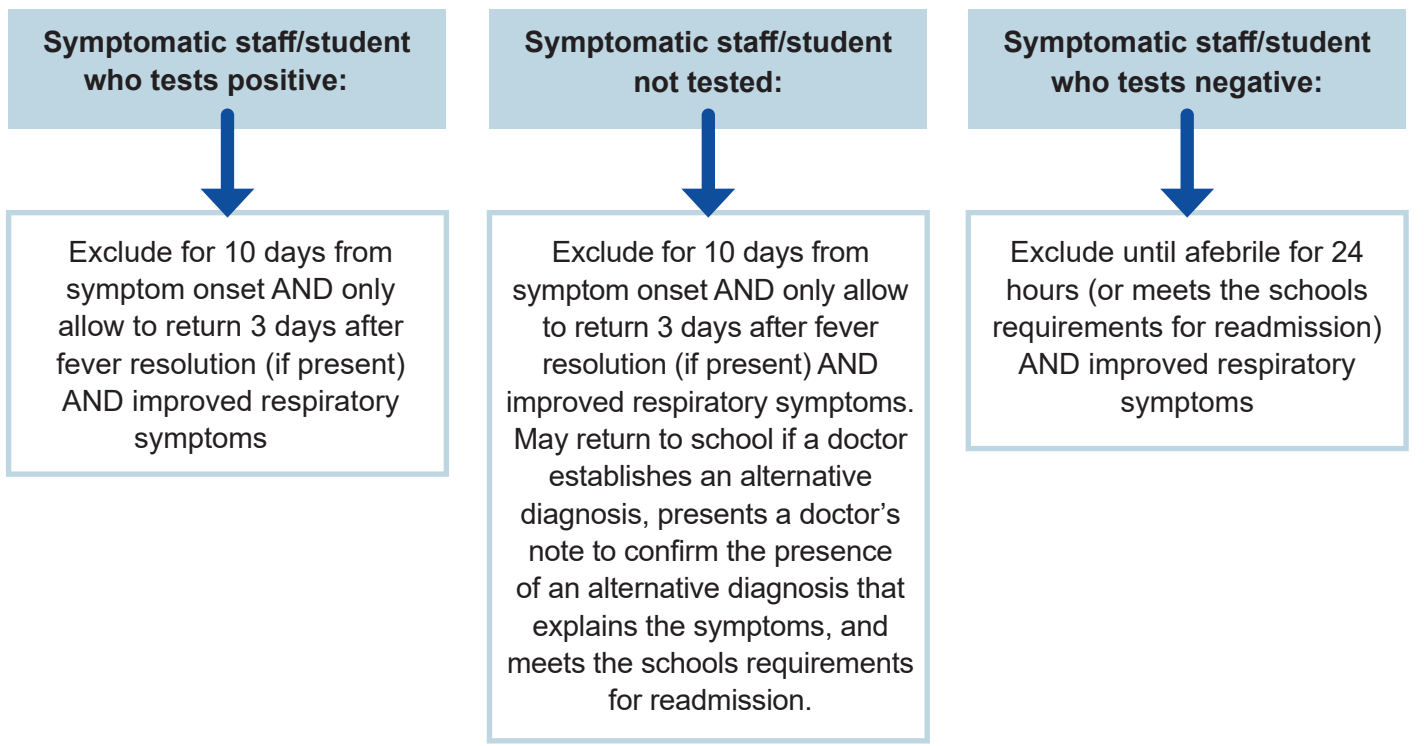
- Two of the following: Fever, Chills, Muscle Pain, Headache, Sore Throat, Nausea, Vomiting, Diarrhea, or
- One of the following: New Cough, Shortness of Breath, Difficulty Breathing, Loss of Taste/Smell

Public Health Recommendations for the Screening, Exclusion, and Re-Admittance of Ill Students and Staff for COVID-19 in Schools

The following symptom screening criteria for ill students and staff is based on the most current research. Because people with COVID-19 have reported a wide range of symptoms – ranging from mild symptoms to severe illness, the following criteria has been developed to assist schools in identifying presumptive positive COVID-19 cases.



Re-Admittance to School



There is no reason for a student or staff member to get a “negative test” to be cleared for the return to school. A COVID-19 positive individual does not need a repeat COVID-19 test or a doctor's note in order to return.

If a student or staff member tests positive for COVID-19, please call the Douglas County Health Department at 402.444.7214.



Return to Learn Protocol

In response to the COVID-19 pandemic, and with the safety and health of our students, staff, and community as our focus, Ralston Public Schools has outlined the following return to learn protocol for the 2020/2021 school year.

Protocol Overview

Outlined in the chart below are three options or levels for the return to learning for Ralston Public Schools for the 2020-2021 school year. Flexibility between options will be important and will be based upon the current health of the school and our local community. In all cases, the health and safety of our students, staff, and community will remain a priority. Health and safety measures have been established and will be followed within each level. School calendars and daily schedules have been developed for each level of operation. Movement between levels will be driven by the current health of the school and our local community.

Calendar, Time Management, and Learning Environment Considerations

	Calendar, Time Management, and Learning Environment Considerations	Notes
<p>Low Level - Virus</p> <ul style="list-style-type: none"> • <i>Flexibility between levels will be key.</i> • <i>DCHD Green and Yellow</i> 	<ul style="list-style-type: none"> • Start school on time with current daily schedule • Limit large group gatherings when possible • Social distance when possible • Consider the adoption of a flexible calendar to include identified 	<ul style="list-style-type: none"> • Wash hands/focus on Hygiene • Daily symptom check • Random temperature checks • Social distance as much as possible • Remote teaching and learning options for vulnerable populations • Follow established

	<p>make up days in the event of required school closure</p> <ul style="list-style-type: none"> Consider accelerated school calendar options advancing between quarters more quickly 	<p>health and safety measures outlined in the RPS Return to Learn Protocol</p> <ul style="list-style-type: none"> Blended learning options available
<p>Medium Level - Virus</p> <ul style="list-style-type: none"> <i>Flexibility between levels will be key.</i> <i>DCHD Orange</i> 	<ul style="list-style-type: none"> Follow all elements in green as well as items listed below Start school on time based upon adopted calendar De-densify population Adjust daily instructional time at each campus Limit large group gatherings when possible 	<ul style="list-style-type: none"> Follow established health and safety measures outlined in the RPS Return to Learn Protocol A/B Instructional Days or 50% student population Five day week with adjusted instructional time at each campus Blended learning with technology support Remote teaching and learning options for vulnerable populations Consider restricting PE/Choir/Band classes. Limit physical contact in any educational environment
<p>High Level - Virus</p> <ul style="list-style-type: none"> <i>Flexibility between levels will be key.</i> <i>DCHD Red</i> 	<ul style="list-style-type: none"> Discontinue daily attendance and move to remote learning Established daily learning and teacher support schedules 	<ul style="list-style-type: none"> Teaching and learning provided through technology resources Scheduled daily video conference instruction



Health and Safety Measures

	Elementary PK-6	Secondary 7-12
Low Level - Virus	<ul style="list-style-type: none"> • Wash hands/focus on Hygiene • Daily symptom check • Limit large groups when possible • Random temperature checks • Limit visitors to school • Social distance when possible 	<ul style="list-style-type: none"> • Wash hands/focus on Hygiene • Daily symptom check • Limit large groups when possible • Random temperature checks • Limit visitors to school • Social distance when possible
Medium Level - Virus	<ul style="list-style-type: none"> • De-densify population 50% • A/B Days • Lunch/Breakfast in the classroom or limit group size in lunchroom • Wash hands/focus on Hygiene • Daily symptom check • Limit large groups • Random temperature checks • No visitors to school • Social distancing • Stagger arrival and dismissal • Stagger hallway movement • Blended learning with technology support • No out of state travel • Limit in state travel and field trips 	<ul style="list-style-type: none"> • De-densify population 50% • A/B Days • Social distance breakfast and lunch possibly by limiting group size in lunchroom • Wash hands/focus on Hygiene • Daily symptom check • Limit large groups • Random temperature checks • No visitors to school • Social distancing as much as possible • Stagger arrival and dismissal • Stagger hallway movement • Blended learning with technology support • No out of state travel • Limit in state travel • Limit assemblies/pep rallies



		<ul style="list-style-type: none"> • Reconsider athletics/activities at all levels
High Level - Virus	<ul style="list-style-type: none"> • Fully remote learning • Scheduled daily video conference instruction • All students assigned a technology device 	<ul style="list-style-type: none"> • Fully remote learning • Scheduled daily video conference instruction • All students assigned a technology device • Use of Edgenuity for extended credit earning opportunities

Student and Employee Daily Pre-Screening Guide

- Parents screen children at home for temperature, runny nose, cough, and other symptoms.
- Staff screen at home for temperature, runny nose, cough, and other symptoms.
- Students and staff do not report to school if symptomatic, call medical professional

Masks

- Students, staff, and visitors will be required to wear masks while on any campus while school is in session.
- Periodic mask breaks will be conducted when social distancing can be achieved.
- Masks will be expected to be worn in a manner that covers the mouth and nose area.
- Exceptions to wearing a mask could be documented through medical, behavioral, or developmental issues or concerns causing impairment.
- All students and staff will be provided at least two masks per person.
- Students and staff may use personal masks as long as they cover the mouth and nose area.
- Disposal masks will be available at every campus location as needed.



Social Distancing at School

- Social Distancing is defined as creating physical space between individuals.
- Try to stay at least 6 feet (about 2 arms' length) from other people when possible
- Try to limit large group gathering or crowded spaces when possible

Protocol for Cleaning at All Levels--CDC Guidelines will be followed

- Custodians and/or staff are to clean all high touch surfaces including door knobs, restrooms, light switches, classroom sink handles, keyboards, and countertops on a regular basis.
- Toys and shared materials are to be sanitized, cleaning materials are to be kept out of the reach of children
- Children and Staff are to wash their hands before handling any food and after helping students eat
- Students are to wash or sanitize their hands every two hours.

Positive Cases and Response from Douglas County Health Department

- Information will be obtained about a positive case of COVID-19 or a positive assessment of symptoms outlined by the DCHD
- School Nurse will make immediate contact with the DCHD
- School nurse and DCHD will evaluate the situation and begin contact tracing
- School nurse and DCHD officials will establish a plan to address the situation
- School nurse and administration will execute the plan and communicate to all appropriate parties
- Please see the guidance document from DCHD entitled: Public Health Recommendations for the Screening, Exclusion, and Re-Admittance of Ill Students and Staff for COVID-19 in Schools



Special Topics and Considerations (DRAFT from Supt. Council)

Topic	High Level - Virus	Medium Level - Virus	Low Level - Virus
Temperature and Symptom Check	<ul style="list-style-type: none"> ● Students not in attendance. 	<ul style="list-style-type: none"> ● Students, parents, and staff are asked to do a daily temperature and symptom check before coming to school ● Please see the pre-screening guide ● Do not report if symptomatic or with a temperature above 100° F) 	<ul style="list-style-type: none"> ● Students, parents, and staff are asked to do a daily temperature and symptom check before coming to school ● Please see the pre-screening guide ● Do not report if symptomatic or with a temperature above 100° F)
Travel	<ul style="list-style-type: none"> ● No in state or out of state travel. 	<ul style="list-style-type: none"> ● No field trips or assemblies ● Limited in state travel for students and staff with prior administrative approval ● No out of state student or staff travel without prior administrative approval. 	<ul style="list-style-type: none"> ● Limited field trips and assemblies permitted with prior administrative approval ● In state travel permitted for students and staff with prior administrative approval ● No out of state student or staff travel without prior administrative approval.
Hand Washing Hand Sanitizing	<ul style="list-style-type: none"> ● Students not in attendance. 	<ul style="list-style-type: none"> ● Students and staff sanitize their 	<ul style="list-style-type: none"> ● Students and staff sanitize their



		<p>hands upon entering the building (i.e.- first classroom a student enters), entering and exiting individual classrooms, entering & exiting cafeteria, and exiting building. (70% alcohol)</p> <ul style="list-style-type: none"> • Staff are responsible for ensuring the sanitizer is utilized for all students upon entering and exiting their classroom 	<p>hands upon entering the building (i.e.- first classroom a student enters), entering and exiting individual classrooms, entering & exiting cafeteria, and exiting building. (70% alcohol)</p>
Passing Periods	<ul style="list-style-type: none"> • Students not in attendance. 	<ul style="list-style-type: none"> • Longer or flexible passing periods throughout the day to ensure enough time for touch-surface cleaning protocols to occur. • Staggered passing periods may be necessary 	<ul style="list-style-type: none"> • Longer or flexible passing periods throughout the day to ensure enough time for touch-surface cleaning protocols to occur.
Busing	<ul style="list-style-type: none"> • Students not in attendance. 	<ul style="list-style-type: none"> • Students are assigned seats and wear masks, staff also required to wear masks. • Surfaces are 	<ul style="list-style-type: none"> • Students are assigned seats and wear masks, staff also required to wear masks.. • Surfaces are wiped down



		<p>wiped down between routes</p> <ul style="list-style-type: none"> • Staggered routes to limit the number of students on a bus at one time (limited one per seat or 50% capacity) • Buses will be “fogged” at the conclusion of the day’s route 	<p>between routes</p> <ul style="list-style-type: none"> • **If needed, staggered routes to limit number of students on a bus at one time (% based on Health Department recommendations) • Buses will be “fogged” at the conclusion of the day’s route
Cafeteria/Lunch	<ul style="list-style-type: none"> • Students not in attendance. 	<ul style="list-style-type: none"> • Sanitize hands upon entering cafeteria line • Placement of distancing marks on the floor for cafeteria lines. • Social distancing when possible. • Served or box meals only--no offering bars. • Meals may be served in classrooms when necessary • Staggered or extended lunch periods as necessary 	<ul style="list-style-type: none"> • Sanitize hands upon entering cafeteria line • Placement of distancing marks on the floor for cafeteria lines. • Social distancing when possible. • Served or box meals only--no offering bars. • Meals may be served in classrooms when necessary
Entering and Exiting School	<ul style="list-style-type: none"> • Students not in attendance. 	<ul style="list-style-type: none"> • Social distancing practices will be in place for entering / exiting the building as much as possible • Straight will 	<ul style="list-style-type: none"> • Social distancing practices will be in place for entering / exiting the building as much as possible • Straight will

		<p>progress to first period class</p> <ul style="list-style-type: none"> Sanitize hands as students enter their first classroom. Staggered arrival and dismissal may be required. 	<p>progress to first period class</p> <ul style="list-style-type: none"> Sanitize hands as students enter their first classroom.
Pick-up / Drop Off of Students	<ul style="list-style-type: none"> No students in attendance. 	<ul style="list-style-type: none"> No congregating at entrance or exit area while waiting for students, Social distancing practices should be followed Parents are encouraged to stay in their vehicle during pick-up and drop off 	<ul style="list-style-type: none"> No congregating at entrance or exit area while waiting for students, Social distancing practices should be followed Parents are encouraged to stay in their vehicle during pick-up and drop off
Signage and Communication	<ul style="list-style-type: none"> Students not in attendance. District Communication again on Thursdays every two weeks or when necessary. Page on District website dedicated to virus info. Important information posted on District social media pages. 	<ul style="list-style-type: none"> Signage/protocol: Displayed at entrance, restrooms, cafeteria, media center, computer lab, locker rooms, & hallways. Reminders of healthy habits (handwashing, stay home if exhibiting symptoms, etc.) in school newsletters & 	<ul style="list-style-type: none"> Signage/protocol: Displayed at entrance, restrooms, cafeteria, media center, computer lab, locker rooms, & hallways. Reminders of healthy habits (handwashing, stay home if exhibiting symptoms, etc.) in school newsletters & social media. Handwashing

		<ul style="list-style-type: none"> social media. • Handwashing signs in bathrooms • District level communication on policy/procedures communicated early to families. Review or highlights of certain topics either on social media or directed through Blackboard 	<ul style="list-style-type: none"> signs in bathrooms • District level communication on policy/procedures communicated early to families. Review or highlights of certain topics either on social media or directed through Blackboard
Co/Extra Curricular Activities	<ul style="list-style-type: none"> • Students not in attendance. 	<ul style="list-style-type: none"> • NSAA Guidelines will be followed for all extracurricular activities • RPS health and safety measures and expectations will also apply. • May limit attendance at activities to only immediate family. • Consider intramurals at the middle school level 	<ul style="list-style-type: none"> • NSAA Guidelines will be followed for all extracurricular activities • RPS health and safety measures and expectations will also apply.
Drinking Fountains	<ul style="list-style-type: none"> • Students not in attendance. 	<ul style="list-style-type: none"> • No mouth drinking from fountains • Water bottles are provided by students and families or made 	<ul style="list-style-type: none"> • No mouth drinking from fountains • Water bottles are provided by students and families or made available by



		available by school building	school building
Visitors	<ul style="list-style-type: none">• No outside visitors on	<ul style="list-style-type: none">• No outside visitors on	<ul style="list-style-type: none">• Standard district protocols apply



	<p>campus.</p> <ul style="list-style-type: none"> Limited building and campus use. 	<p>campus without an advanced appointment.</p> <ul style="list-style-type: none"> Pre screening of visitors is required. 	<ul style="list-style-type: none"> Pre screening of visitors is required.
Teacher Breakroom	<ul style="list-style-type: none"> Students and staff not in attendance. 	<ul style="list-style-type: none"> Social distancing when possible Table cleaned before and after use Like groups encouraged 	<ul style="list-style-type: none"> Social distancing when possible Table cleaned before and after use Like groups encouraged
Common Space Use (i.e. hallways, commons, restrooms, cafeteria, playground)	<ul style="list-style-type: none"> Students not in attendance. 	<ul style="list-style-type: none"> Utilization of common space needs to be scheduled to ensure social distancing and proper cleaning Assigned restroom utilization (i.e. by class, locations, grade, etc.) Increase level of cleaning in all common spaces 	<ul style="list-style-type: none"> Utilization of common space needs to be scheduled to ensure social distancing and proper cleaning Assigned restroom utilization (i.e. by class, locations, grade, etc.) Increase level of cleaning in all common spaces
Touch Surface Cleaning	<ul style="list-style-type: none"> Students not in attendance. Deep building cleaning by school staff. 	<ul style="list-style-type: none"> Desks cleaned between each period, (i.e. elementary transition or 45 minute blocks - MS and HS blocks of time between 45 to 90 	<ul style="list-style-type: none"> Desks cleaned between each period, (i.e. elementary transition or 45 minute blocks - MS and HS blocks of time between 45 to 90 minutes),



		minutes), restrooms cleaned during the day and in the evening. (EPA standard)	restrooms cleaned during the day and in the evening. (EPA standard)
Facility usage by outside organizations	<ul style="list-style-type: none"> No outside facility use. 	<ul style="list-style-type: none"> Daycares that operate in school facilities will follow state DHM guidance (Ex. Tiny and Lil Rams) Limited to no facility use by outside organizations. 	<ul style="list-style-type: none"> Daycares that operate in school facilities will follow state DHM guidance (Ex. Tiny and Lil Rams) Staggered start times for practices, only two coaches and participants will be allowed in the facility

Ralston Public Schools

Budget Development Calendar

2020/2021

November 2019 to June 2020	Detailed administrative review of all budget categories and proposed budget reductions/additions, monitor the change from the old coding structure to the new ESSA coding system
February/March,	Business Officials forecast funding outlook and preliminary valuation projections
February	NDE may certify 2020/2021 state aid to schools, no guarantees as they now have until June 1 for certification if they choose
April to June	Cabinet level administration planning meetings for 2020/2021 strategic planning for budget development
May/June	Formulate and finalize department and building budgets and compile all pertinent information into a working document for BOE inspection.
June 22	Preliminary budget projections for the 2020/2021 budget development presented to BOE
July	Cabinet level administrative budget development and refinement.
July 13	Present preliminary budget and projections to the Board of Education as a discussion item during regular BOE Meeting.
August 24	Present amended budget proposal for Board consideration
August 20	Real property valuation is certified by the County Assessors Office of Douglas County
September 1	Special building fund levy and budget allocation is certified to each member school by the Learning Community Coordinating Council.
September 14	Conduct Official Budget Hearing at 5:30 PM prior to the Regular Board of Education Meeting at 6:00 PM.
September 14	Conduct Tax Request Hearing at 5:45 PM prior to the regular Board of Education meeting at 6:00 PM
September 14	Officially adopt the 2020/2021 Ralston Public Schools Budget during the regular BOE Meeting.
September 28	Officially approve the 2020/2021 Tax Request Resolution for the Ralston Public Schools.

INCOME TOTALS	2012-13	2012-13	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	18-19 Act.	2019-2020	19-20 Act.	2020-2021	Difference
Local District Taxes	\$1,276,500	\$1,501,600	\$1,472,772	\$1,498,962	\$1,547,819	\$1,550,181	\$16,593,696	\$17,242,180	\$17,474,815	\$18,100,535		\$19,481,802	7.6%
Common Levy Proceed	\$10,221,918	\$9,859,938	\$9,220,924	\$10,168,587	\$10,723,924	\$11,346,236	\$0	\$0	\$0	\$0		\$0	0.0%
Pro-Rata Motor Vehicle Tax	\$33,000	\$33,000	\$35,000	\$8,000	\$25,000	\$25,000	\$25,000	\$25,000	\$41,996	\$30,000		\$30,000	0.0%
Motor Vehicle Tax	\$1,500,000	\$2,000,000	\$2,000,000	\$2,100,000	\$2,164,822	\$2,175,000	\$2,300,000	\$2,600,000	\$3,082,128	\$2,628,594		\$2,365,735	-10.0%
Homestead Exemption Tax	\$253,000	\$253,000	\$240,000	\$240,000	\$235,000	\$210,000	\$200,000	\$225,000	\$419,794	\$235,000		\$250,000	6.4%
Tuition From Individuals	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	0.0%
Tuition From Other Districts	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$547	\$0		\$0	0.0%
Interest On Investments	\$25,000	\$12,000	\$0	\$9,000	\$9,000	\$9,000	\$10,000	\$10,000	\$14,137	\$10,000		\$6,000	-40.0%
Local Fees & Fines	\$65,000	\$65,000	\$60,000	\$60,000	\$45,000	\$35,000	\$44,000	\$40,675	\$43,992	\$40,000		\$36,000	-10.0%
Other Local Revenue	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$12,000	\$10,000	\$10,000	\$10,000		\$8,000	-20.0%
County Fines & Licenses	\$140,000	\$140,000	\$125,000	\$140,000	\$120,000	\$110,000	\$95,000	\$90,000	\$99,127	\$83,000		\$70,550	-15.0%
State Aid	\$10,971,246	\$10,926,337	\$11,192,422	\$11,746,714	\$13,143,209	\$13,623,218	\$10,723,037	\$11,425,321	\$11,425,321	\$12,267,825		\$11,164,498	-9.0%
Special Education Program	\$2,350,000	\$2,500,000	\$2,230,749	\$2,200,000	\$2,346,236	\$2,451,291	\$2,300,000	\$2,200,000	\$2,320,056	\$2,100,000		\$2,100,000	0.0%
Special Education Transportati	\$170,000	\$160,000	\$204,053	\$155,000	\$175,000	\$175,000	\$230,000	\$225,000	\$240,687	\$220,000		\$165,000	-25.0%
Federal Grant Reimbursement													0.0%
State Apportionment	\$390,000	\$365,000	\$425,555	\$405,000	\$410,000	\$410,000	\$425,000	\$430,000	\$406,281	\$400,000		\$400,000	0.0%
Public Power Sales Tax	\$395,000	\$395,000	\$341,099	\$340,000	\$325,000	\$305,000	\$305,000	\$340,000	\$468,139	\$365,000		\$425,000	16.4%
EduJobs Funding	\$626,929	\$0			\$0	\$0	\$0	\$0	\$0	\$0		\$0	0.0%
Income from Cash Balance	\$2,279,292	\$2,666,355	\$1,936,280	\$1,454,869	\$255,569	\$0	\$521,449	\$6,060	\$0	\$0		\$1,049,445	0.0%
Tax Anticipation Notes	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	0.0%
Total	\$30,706,885	\$30,887,230	\$29,493,854	\$30,536,132	\$31,535,579	\$32,434,926	\$33,784,182	\$34,869,236	\$36,037,020	\$36,489,954	\$0	\$37,552,029	2.9%

DISBURSEMENTS	2012-13	2012-13	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	18-19 Act	2019-2020	19-20 Act.	2020-2021	Difference
Instruction	\$16,284,647	\$15,680,286	\$15,445,874	\$15,217,445	\$15,666,026	\$15,692,946	\$16,530,056	\$17,152,498	\$18,360,405	\$18,418,537		\$19,104,896	3.7%
Special Education	\$5,205,889	\$5,297,708	\$4,479,586	\$5,172,462	\$5,143,217	\$5,058,535	\$5,164,136	\$5,593,252	\$5,680,133	\$5,693,360		\$5,655,708	-0.7%
Pupil Support Services	\$602,126	\$791,445	\$749,623	\$789,323	\$802,974	\$1,067,837	\$1,081,358	\$1,244,128	\$921,913	\$1,248,591		\$1,288,014	3.2%
Staff Support Services	\$1,276,330	\$1,596,976	\$1,457,255	\$1,550,179	\$1,849,068	\$2,034,568	\$2,163,431	\$2,230,089	\$1,846,648	\$2,131,233		\$2,170,096	1.8%
Board of Education	\$170,000	\$170,000	\$195,200	\$197,500	\$199,000	\$269,000	\$214,000	\$218,500	\$194,059	\$218,500		\$237,626	8.8%
General Administration	\$551,569	\$504,295	\$505,646	\$510,187	\$549,461	\$690,106	\$702,111	\$642,703	\$833,768	\$749,337		\$779,242	4.0%
Building Administration	\$1,939,977	\$1,946,249	\$1,735,340	\$1,883,020	\$1,941,514	\$2,063,174	\$2,120,211	\$2,130,108	\$2,180,184	\$2,193,284		\$2,308,941	5.3%
Business	\$641,440	\$633,756	\$636,459	\$679,566	\$670,107	\$743,837	\$766,859	\$729,241	\$560,119	\$739,887		\$763,375	3.2%
Operation Of Plant	\$2,579,548	\$2,573,533	\$2,578,489	\$2,647,021	\$2,720,032	\$2,770,526	\$2,928,495	\$2,908,987	\$2,792,198	\$2,947,665		\$3,048,939	3.4%
Maintenance Of Plant	\$831,501	\$867,994	\$841,477	\$848,189	\$888,455	\$879,458	\$870,092	\$837,106	\$853,671	\$908,587		\$937,107	3.1%
Transportation	\$518,858	\$719,987	\$753,906	\$926,240	\$990,726	\$1,049,939	\$1,128,433	\$1,182,624	\$1,052,268	\$1,240,973		\$1,258,085	1.4%
Total	\$30,706,885	\$30,887,230	\$29,493,854	\$30,536,132	\$31,420,580	\$32,319,926	\$33,784,182	\$34,869,236	\$35,275,366	\$36,489,954	\$0	\$37,552,029	2.9%

Auto Tax Estimate (Income)									
Amount Of Property Tax	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1% Treasurer's Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Levy	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

General Obligation Bond Fu	2012-13	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Tax Requirement	\$2,475,000	\$2,450,000	\$2,489,228	2,614,265	2,413,112	1,629,890	1,644,190	3,243,025	3,700,000
Auto Tax Estimate (Income)									
Amount Of Property Tax	\$2,475,000	\$2,450,000	\$2,489,228	\$2,614,265	\$2,413,112	\$1,629,890	\$1,644,190	\$3,243,025	3,700,000
1% Treasurer's Fee	\$24,750	\$24,500	\$24,892	26142.65	24131.12	16298.9	16441.9	32430.25	37000
Total	\$2,499,750	\$2,474,500	\$2,514,120	\$2,640,408	\$2,437,243	\$1,646,189	\$1,660,632	\$3,275,455	\$3,737,000
Estimated Levy	\$0.1648	\$0.1663	\$0.1661	\$0.1689	\$0.1549	\$0.1021	\$0.1001	\$0.1827	\$0.1954

Limited Bond Fund (QCPUF, BABS, QSCB)

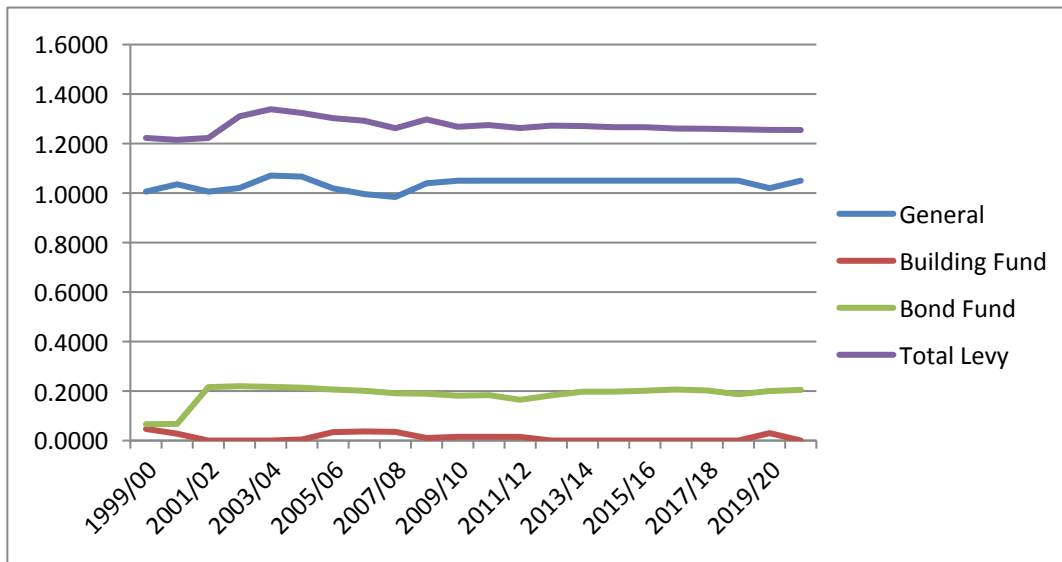
Tax Requirement	\$265,000	\$460,000	\$474,747	\$503,606	\$800,603	\$1,600,000	\$1,427,606	\$351,744	\$72,356
Auto Tax Estimate (Income)									
Amount Of Property Tax	\$265,000	\$460,000	\$470,000	\$503,606	\$800,603	\$1,600,000	\$1,427,606	\$351,744	\$72,356
1% Treasurer's Fee	\$2,650	\$4,600	\$4,700	\$5,036.06	\$8,006.03	\$16,000.00	\$14,276.06	\$3,517.44	\$723.56
Total	\$267,650	\$464,600	\$474,700	\$508,642.55	\$808,609.03	\$1,616,000.00	\$1,441,882.06	\$355,261.12	\$73,079.56
Estimated Levy	\$0.0177	\$0.0312	\$0.0314	\$0.0325	\$0.0514	\$0.1002	\$0.0869	\$0.0198	\$0.0038

Cooperative Fund	2012-13	2013-2014	2014-2015	2015-2016	2016-2017	2016-2017	2018-2019	2019-2020	2020-2021
Amount of Fund	\$1,200,000	\$1,300,000	\$1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000
Total Tax Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Levy	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Outside the lid total	\$0.2241	\$0.2209	\$0.2161	\$0.2161	\$0.2107	\$0.2098	\$0.2075	\$0.2053	\$0.2047
Total All Funds	\$34,285,880	\$32,779,512	\$33,808,192	\$34,933,179	\$35,750,272	\$37,167,455	\$38,514,697	\$39,979,188	\$41,436,719
Inc./Dec. All Funds	-	(\$1,506,368)	\$1,028,680	\$1,124,987	\$817,093	\$1,417,183	\$1,347,242	\$1,464,491	\$1,457,531
Total Tax Dollars (All Funds)	\$15,137,184	\$14,633,244	\$14,954,749	\$15,836,670	\$15,783,932	\$20,312,197	\$20,855,687	\$22,504,468	\$23,592,749
Inc./Dec. Budget Dollars	-	(\$503,940)	\$321,505	\$881,921	(\$52,738)	\$4,528,265	\$543,490	\$1,648,781	\$1,088,281
Est. School Tax Levy	\$1.2741	\$1.2709	\$1.2661	\$1.2661	\$1.2607	\$1.2598	\$1.2575	\$1.2553	\$1.2547
Inc/Dec	-	(\$0.0032)	(\$0.0048)	(\$0.0000)	(\$0.0054)	(\$0.0008)	(\$0.0024)	(\$0.0022)	(\$0.0006)

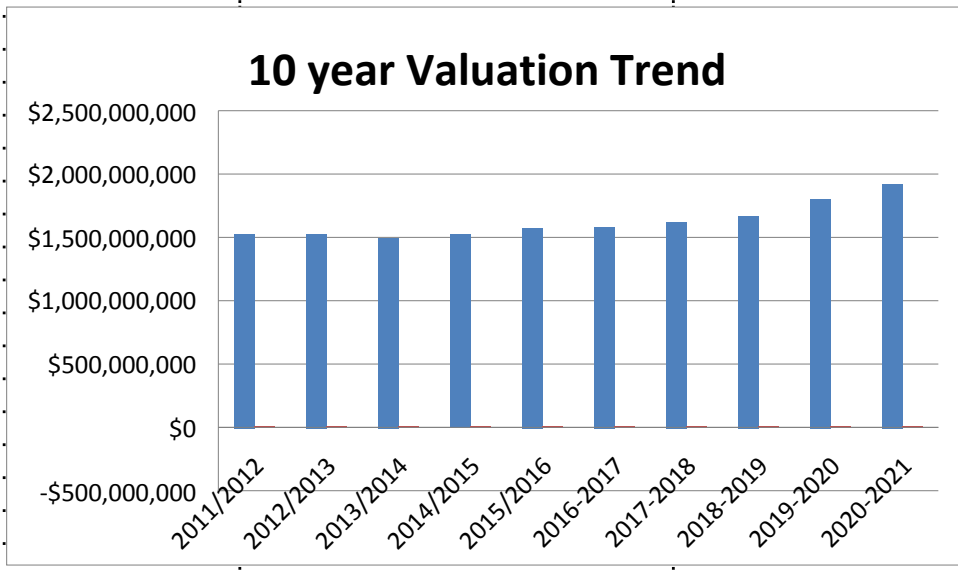
Ralston Public Schools Levy History

Year	General	Building Fund	Bond Fund	Total Levy
1999/00	1.0060	0.0469	0.0661	1.2226
2000/01	1.0354	0.0278	0.0673	1.2149
2001/02	1.0058	0.0000	0.2159	1.2226
2002/03	1.0204	0.0000	0.2197	1.3100
2003/04	1.0706	0.0000	0.2170	1.3387
2004/05	1.0665	0.0043	0.2137	1.3236
2005/06	1.0189	0.0340	0.2062	1.3026
2006/07	0.9959	0.0369	0.2011	1.2922
2007/08	0.9842	0.0351	0.1912	1.2620
2008/09	1.0396	0.0104	0.1892	1.2974
2009/10	1.0499	0.0152	0.1811	1.2678
2010/11	1.05	0.0152	0.1835	1.2747
2011/12	1.05	0.0149	0.1648	1.2627
2012/13	1.05	0	0.1825	1.2724
2013/14	1.05	0	0.1975	1.2708
2014/15	1.05	0	0.1975	1.2661
2015/16	1.05	0	0.2014	1.2661
2016/17	1.05	0	0.2063	1.2607
2017/18	1.05	0	0.2023	1.2598
2018/19	1.05	0	0.187	1.2575
2019/20	1.0198	0.0302	0.2001	1.2553
2020/21	1.05	0	0.2047	1.2547



Ralston Public Schools
Valuation History

Year	Valuation	Change %
1994/1995	\$842,607,210	
1995/1996	\$877,558,880	4.15%
1996/1997	\$975,795,105	11.19%
1997/1998	\$914,370,145	-6.29%
1998/1999	\$945,115,760	3.36%
1999/2000	\$1,023,172,650	8.26%
2000/2001	\$1,270,768,530	24.20%
2001/2002	\$1,283,569,350	1.01%
2002/2003	\$1,256,495,695	-2.11%
2003/2004	\$1,273,636,940	1.36%
2004/2005	\$1,288,498,522	1.17%
2005/2006	\$1,336,507,405	3.73%
2006/2007	\$1,368,785,080	2.42%
2007/2008	\$1,439,522,425	5.17%
2008/2009	\$1,452,122,270	0.88%
2009/2010	\$1,491,535,585	2.71%
2010/2011	\$1,488,527,480	-0.20%
2011/2012	\$1,516,507,365	1.88%
2012/2013	\$1,516,616,800	0.01%
2013/2014	\$1,487,649,120	-1.91%
2014/2015	\$1,514,086,963	1.78%
2015/2016	\$1,563,453,035	3.26%
2016-2017	\$1,573,788,825	0.66%
2017-2018	\$1,612,439,630	2.46%
2018-2019	\$1,658,699,445	2.87%
2019-2020	\$1,792,723,470	8.08%
2020-2021	\$1,912,399,115	6.68%
10 year Valuation Average		2.58%



State Aid History for Ralston Public

Certification Year	State Aid Paid	% Change from Previous Year
1990-91	\$ 1,222,000.04	
1991-92	\$ 1,222,000.04	0.00%
1992-93	\$ 1,408,344.93	15.25%
1993-94	\$ 1,576,894.38	11.97%
1994-95	\$ 1,986,764.25	25.99%
1995-96	\$ 2,065,438.87	3.96%
1996-97	\$ 1,336,057.02	-35.31%
1997-98	\$ 1,247,564.26	-6.62%
1998-1999	\$ 3,283,113.80	163.16%
1999-00	\$ 3,192,884.98	-2.75%
2000-01	\$ 3,808,641.30	19.29%
2001-02	\$ 3,323,010.79	-12.75%
2002-03	\$ 2,951,660.31	-11.18%
2003-04	\$ 3,014,685.99	2.14%
2004-05	\$ 4,264,617.96	41.46%
2005-06	\$ 5,419,067.26	27.07%
2006-07	\$ 6,454,040.35	19.10%
2007-08	\$ 7,085,923.15	9.79%
2008-09	\$ 7,373,484.57	4.06%
2009-2010	\$ 7,947,490.20	7.78%
2010-11	\$ 13,105,620.00	64.90%
2011-2012	\$ 10,971,246.00	-16.29%
2012-13	\$ 10,926,337.00	-0.41%
2013-14	\$ 11,192,422.00	2.44%
2014-15	\$ 11,746,714.00	4.95%
2015-2016	\$ 13,143,209.00	11.89%
2016-2017	\$ 13,623,218.00	3.65%
2017-2018	\$ 10,723,037.00	-21.29%
2018-2019	\$ 11,425,321.00	6.55%
2019-2020	\$ 12,267,825.00	7.37%
2020-2021	\$ 11,164,498.00	-8.99%

Superintendent Evaluation Overview

Dr. Mark Adler

2019/2020 School
Year



EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction

The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.

Dr. Adler Self Evaluation Rating

- January 2020--**Proficient +**
- August 2020--**Proficient +**

Board of Education Combined Rating

- January 2020--**Proficient**
- August 2020--**Proficient**

Effective Practice #1--Feedback Overview

- Continue work with the NASB Community Engagement Process
- Continue and enhance engagement opportunities with stakeholders
- Continue development and execution of the Strategic Priorities with timelines, assessment metrics, and identification of project leaders
- Continue and enhance regular reporting, input, and feedback opportunities of stakeholders.

EFFECTIVE PRACTICE: (2) Board, Policy, and the Education System

The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.

Dr. Adler Self Evaluation Rating

- January 2020--**Distinguished**
- August 2020--**Distinguished**

Board of Education Combined Rating

- January 2020--**Distinguished**
- August 2020--**Distinguished**

Effective Practice #2--Feedback Overview

- Provide an update on the progress of the policy review process
- Continue and enhance the policy review process
- Continue and enhance the Board of Education reporting system and methods
- Kudo's for being named NCSA Chair for 20-21
- Excitement for the Equity and Diversity Process

EFFECTIVE PRACTICE: (3) Collaboration with Families and Community

The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.

Dr. Adler Self Evaluation Rating

- January 2020--**Distinguished**
- August 2020--**Distinguished**

Board of Education Combined Rating

- January 2020--**Distinguished**
- August 2020--**Distinguished**

Effective Practice #3--Feedback Overview

- Continue work with the NASB Community Engagement Process
- Continue and enhance efforts to create and grow partnerships with students, parents, staff, and community.
- Identify, engage, and educate current and new community groups around needed facility upgrades, financial status, and financing options
- Outreach to staff and families during the COVID Pandemic: Meals, 1:1 environment, AP Course Offerings, Honoring Seniors, Remote Learning, etc...

EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability

The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.

Dr. Adler Self Evaluation Rating

- January 2020--**Distinguished**
- August 2020--**Distinguished**

Board of Education Combined Rating

- January 2020--**Distinguished**
- August 2020--**Distinguished**

Effective Practice #4--Feedback Overview

- Continue our commitment to Cognia and the District and Building School Improvement Process
- Continue and enhance data driven decision making at all levels
- Continue annual Building School Improvement Reporting to the Board of Education
- Excellent building and District balance in accountability within our SIP

EFFECTIVE PRACTICE: (5) Teaching and Learning

The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Dr. Adler Self Evaluation Rating

- January 2020--**Proficient**
- August 2020--**Proficient**

Board of Education Combined Rating

- January 2020--**Proficient**
- August 2020--**Proficient**

Effective Practice #5--Feedback Overview

- Create a culture of increased expectations at all levels to include strategic academic achievement support systems
- Continue and enhance HAL and AR opportunities at appropriate levels
- Continue and enhance data and analysis and review knowledge and opportunities
- Continue global academic strategic planning while keeping a focus on students as individuals
- Continue and enhance work within the SEL Strategic Priority
- Continue and enhance the PLC Strategic Priority
- Continue and enhance the Curriculum Adoption Cycle and Process

EFFECTIVE PRACTICE: (6) Personnel Leadership

The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

Dr. Adler Self Evaluation Rating

- January 2020--**Proficient** -
- August 2020--**Proficient** -

Board of Education Combined Rating

- January 2020--**Proficient**
- August 2020--**Proficient**

Effective Practice #6--Feedback Overview

- Ralston Public Schools Leadership Academy
- Continue and enhance the EL Cohort
- Continue and enhance Recruitment Systems and Opportunities to include a focus on Diversity
- Continue and enhance Retention efforts
- Continue and enhance Quality Evaluation and Feedback efforts
- Continue and enhance quality compensation and benefits

EFFECTIVE PRACTICE: (7) Systems Leadership and Management

The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.

Dr. Adler Self Evaluation Rating

- January 2020--**Basic +**
- August 2020--**Basic +**

Board of Education Combined Rating

- January 2020--**Basic/Proficient (3/3)**
- August 2020--**Basic/Proficient/Distinguished (2/3/1)**

Effective Practice #7--Feedback Overview

- **Develop and implement a comprehensive Facilities Improvement System**
- Continue and enhance equipment and vehicle replacement plans
- Continue and enhance quality business operations and oversight
- Continue, develop, and enhance fiscal strategies and financial management strategies to support current District resource needs

EFFECTIVE PRACTICE: (8) Equity, Climate, and Culture

The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Dr. Adler Self Evaluation Rating

- January 2020--**Distinguished**
- August 2020--**Distinguished**

Board of Education Combined Rating

- January 2020--**Distinguished/Proficient (3/3)**
- August 2020--**Distinguished/Proficient (3/2)**

Effective Practice #8--Feedback Overview

- Continue and enhance efforts in assessing and cultivating a quality culture and climate
- Home Visits
- Continue and enhance family engagement initiative and opportunities
- Continue and enhance opportunities to grow and learn more as it relates to equity, diversity, and inclusiveness

EFFECTIVE PRACTICE: (9) Leadership, Conduct, and Professional Growth

The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.

Dr. Adler Self Evaluation Rating

- January 2020--**Distinguished**
- August 2020--**Distinguished**

Board of Education Combined Rating

- January 2020--**Distinguished**
- August 2020--**Distinguished**

Effective Practice #9--Feedback Overview

- RPS Leadership Academy
- Compassion and Empathy
- Stewardship
- Hope and Purpose
- Continue and enhance the support and collaborative approach you give to the Board of Education and administration in realizing the RPS Mission and Vision

Summary of Evaluation--Final Ratings & Comments

Dr. Adler Self Evaluation Rating

- January 2020--Proficient
- August 2020--Proficient

Board of Education Combined Rating

- January 2020--Proficient
- August 2020--Proficient

Summative Feedback Overview

- Invest in facility upgrades
- Continue and enhance engagement with students, staff, parents, and community
- Continue and enhance cultivating a positive culture and climate focused on high expectations
- Push the Board, administration, students, staff, and community to places we don't even know we can go!

Final Thoughts....

The Ralston today does not look like the Ralston of yesterday, and can not look like the Ralston of today... pushing on the Board and community to take Ralston to the next stage of its journey will rest with you. Leadership like you have not experienced before is ahead of you. You are the leader needed to accomplish this work... please stay focused, dedicated and passionate about Ralston Public Schools and our amazing students and families!





106th Legislature, 2nd Session

YOUR 2020 EDUCATION COMMITTEE

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

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

AREA MEMBERSHIP MEETINGS

GET THE LATEST LEGISLATIVE UPDATE, AS WELL AS INFORMATION ON ALICAP, POLICY, BOARD LEADERSHIP, AND MORE ... THIS YEAR, FROM THE COMFORTS OF YOUR HOME OR BOARD ROOM!

TRAINING | RECOGNITION | NETWORKING | VISION

PREMIERING SEPTEMBER 30

LOOK FOR REGISTRATION INFORMATION SOON!

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

SHARE YOUR STORY

KNOW YOUR DISTRICT'S DATA

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

NASB LEGISLATIVE TEAM

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

SINE DIE - A TALE OF TWO SESSIONS, 217 DAYS IN THE MAKING ...

It took 217 days start to finish for this year's 60-Day Session. What started on January 8th, and had a 117 day break due to Covid, finally wrapped up on August 13. In the end, 285 total bills were passed during the 106th Legislature (2019-2020). Here are the key bills that passed that you as SBMs and school leaders should be aware of.



LB 289-974-1106-1107 ...

An 11th hour compromise package, negotiated by a select group of Senators is slated to provide up to \$375 million in new property tax relief, as well as business tax incentives, and an investment in a proposed UNMC project. LB 1107 was the only proposal of the numbers listed above that did not directly tie property tax relief to schools. Here is a quick breakdown:

Existing Property Tax Credit Fund – Tier 1 Property Tax Relief

- Provisions of LB 930 are incorporated
- Sets a minimum requirement of \$275 million per year in the fund
- If gambling petition on the ballot in November passes, any additional funds generated will go into the Property Tax Credit Fund over and above the \$275 million floor

New Property Tax Refundable Income Tax Credit

- Refundable income tax credit based on amount of school district property taxes paid during the prior year
- Claimed on individual or corporate return
- \$125 million beginning in FY 20-21
- If net receipts exceed forecast by 3.5% AND Cash Reserve is below \$500 million, then 50% of excess over 3.5% is certified to be added to original \$125 million to increase amount of refund
- If net receipts exceed forecast by 3.5% AND Cash Reserve is at or above \$500 million, then 100% of excess over 3.5% is certified to be added to original \$125 million to increase amount of refund
- These provisions notwithstanding, by the 5th year, the amount available for the credit must be \$375 million
- Once amount reaches \$375 million, it increases annually by the amount of overall statewide increase in valuations
- Will be available to resident and non-resident property taxpayers
- Repeals Personal Property Tax Exclusion (Approximately \$14.8 million)

BILLS TO PROTECT OUR STUDENTS ...

LB 881 - Require a report on untested sexual assault evidence collection kits, and change provisions relating to evidence, bail, grand jury transcripts, competency, alternate jurors, pretrial detention, collection of fines and costs, and setting aside of convictions. *A portion of this bill creates the new criminal offense of sexual abuse by a school employee. This new offense criminalizes sexual contact and grooming behavior with the intention of engaging in sexual contact. State statute already criminalizes sexual conduct between adults and students under the age of sixteen. This bill closes the gap when the student is under nineteen but sixteen years of age or older.*

CONTINUED ON PAGE 2

LEADERSHIP

INNOVATION

VISION


ENGAGEMENT

#liveNASB



106th Legislature, 2nd Session


CONTINUED FROM PAGE 1

 LB 1080 - Require school policies that prohibit sexual conduct with students and former students. *Lisa Albers (Grand Island BOE) testified in support of this bill on Feb 11. Below is an interview with Lisa and her daughter Annie on the importance of both LB 881 and LB 1080.*

<https://www.ketv.com/article/governor-ricketts-signs-bills-into-law-protecting-students-from-abuse/33551337>

LB 1064 - Change provisions relating to the sale and use of tobacco products. *Raises age for purchase of tobacco/vape products to age 21.*


WHAT ELSE PASSED ...


 LB 148 - Change requirements for public hearings on proposed budget statements and notices of meetings of public bodies. *NASB was on record in opposition via testimony from the League of Nebraska Municipalities. In the past, school boards could post notice of meetings locally and had the option of also publishing them in a newspaper. LB148 requires meetings to be published in a newspaper of record AND on that newspaper's website if it has one. They may still be posted locally at the board's option. Meeting minutes must record where and when the notice was published. It also makes changes to your annual budget hearing which cannot be held as part of a regular meeting and must not be limited by time. Everyone who wishes to speak at the hearing must be allowed to. (May require a policy change)*


LB 751 - Provide for a mental health exception to compulsory education requirements. *(May require a policy change)*

LB 965 - Establish a language assessment program for children who are deaf or hard of hearing. *Recognizes American Sign Language as distinct and separate language. Provides for the teaching of ASL in schools and that it can count as a foreign language credit for post secondary requirements.*

LB 1055 - Change provisions for voting by mail in certain counties. *No special bond elections can be held in September of an election year. Current law prohibits special elections during April, May, June, October, November, and December of even-numbered years.*

 LB 1160 - Adopt the Nebraska Workforce and Education Reporting System Act. *LB 1160 will allow the state to target resources and focus data analysis on assessing workforce development and employment success in order to enable the training of tomorrow's workforce. This is important to NASB's strategic plan.*

 LB 1166 - Change school district membership requirements as prescribed. *This bill helps Class 3 schools maintain class status by reducing the student population requirements to remain a Class 3 school.*

 LB 1186 - Require salary to be paid to injured school employees as prescribed. *Requires paid injury leave in the first 7 days of injury, work comp will be used after. Megan Boldt, NASB's Director of ALICAP, testified in opposition of this bill on February 3. NASB requested clarifying amendment which were adopted. (May require policy change)*

 LR 306 - Urge Congress and the President of the United States to enact H. R. 1878 to fully fund the Individuals with Disabilities Education Act.

VIEW THE CURRENT INTERIM STUDY LISTINGS FOR THIS FALL AT:
[HTTPS://NEBRASKALEGISLATURE.GOV/SESSION/INTERIM.PHP](https://nebraskalegislature.gov/session/interim.php)






CONTINUED ON PAGE 3



106th Legislature, 2nd Session


CONTINUED FROM PAGE 2

BILLS THAT DID NOT PASS ...

-  LB 147 - Change the Student Discipline Act to provide for use by a teacher or administrator of necessary physical contact or physical intervention and provide procedures and grounds for removal from a class in response to student behavior. *Required training for educators in the use of behavioral intervention. NASB worked with Sen. Groene on an acceptable amendment that was not adopted. It would have removed our opposition.*
 -  LB 759 - Requires consultation of school districts with regard to placement of children.
 -  LB 920 - Change provisions for the distribution of lottery funds used for education, to transfer powers and duties, and to create new funds. *Includes training for educators related to LB 147.*
 -  LB 974 - Change taxation and school funding provisions; LB 1106 - Eliminate obsolete sales tax provisions. *The initial vehicles to change school finance provisions, add spending caps and eroded local control of public education for the purpose of property tax relief. None of the education groups supported either of these bills.*
- LB 1131 - Change provisions relating to education. *The NDE clean-up bill, includes Holocaust and other genocides in multicultural education (LB 640), and requires a suicide prevention phone number on school ID cards (LB 1001).*
-  LB 1202 - Adopt the Opportunity Scholarships Act and provide for tax credits. *Provides for tax credits for donations to scholarship granting organizations.*

PASSED BY THE LEGISLATURE, VETOED BY THE GOVERNOR ...

LB 515 - Change provisions relating to the Student Discipline Act. *Would have required that suspended students be given an opportunity to complete their homework, in addition to classwork. The bill changed certain processes under the Student Discipline Act, such as placing certain deadlines on when procedures must be completed. For example, a written statement explaining a short-term suspension must be sent no later than seventy-two (72) hours after the suspension or a student or parent must receive documents related to a disciplinary hearing sooner than forty-eight (48) hours prior to the hearing. LB 515 also changed the procedure for appointment of a hearing examiner for student discipline actions. Current law provides that the superintendent selects the hearing examiner, but the bill would have provided a method for student and their parent or legal guardian to decide.*

-  LB 1089 - Require students to complete the FAFSA prior to graduation from high school. *Would have added completion of the FAFSA as a graduation requirement. Waiver to requirement could have been granted if student is 19, parent/guardian refuse or by school for good cause as determined by the principal. NDE will create the opt-out form. (Would have required a policy change)*

THINGS TO WATCH FOR NEXT YEAR ...

- CONTINUED ATTACKS ON LOCAL CONTROL EXPECTED FOR NEXT YEAR
- CONTINUED DISCUSSIONS ON SCHOOL SPENDING AND EFFORTS TO RESTRAIN SPENDING
- BONDING RESTRICTIONS
- TAX CREDITS FOR SCHOLARSHIP-GRANTING ENTITIES TO BENEFIT NON-PUBLIC EDUCATION
- CONTINUED DISCUSSIONS ON STUDENT DISCIPLINE

CONTINUED ON PAGE 4



106th Legislature, 2nd Session

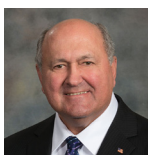
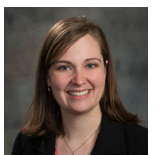
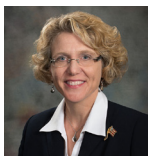
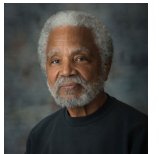
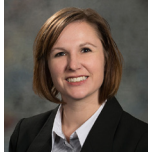


CONTINUED FROM PAGE 3

TERM LIMITS & UPCOMING ELECTIONS ...

Thank you to the six Senators who will be departing due to term limits. Speaker Jim Scheer, Sens Kate Bolz, Ernie Chambers, Sue Crawford, Sara Howard and Rick Kolowski. We will miss working with you! Vying for those six seats will be:

- District 9 - John Cavanaugh & Marque Snow
- District 11 - Fred Conley & Terrell McKinney
- District 19 - Mike Flood
- District 29 - Eliot Bostar & Jacob Campbell
- District 31 - Rich Pahls & Tim Royers
- District 45 - Susan Hester & Rita Sanders



In addition to the six who will not be returning due to term limits, the following Senators will be up for re-election in November, and are in contested races.

- District 1 - Sen. Julie Slama - District 1 (Janet Palmtag)
- District 3 - Sen. Carol Blood - District 3 (Rick Holdcroft)
- District 5 - Sen. Mike McDonnell - District 5 (Gilbert Ayala)
- District 7 - Sen. Tony Vargas - District 7 (Jorge Sotolongo)
- District 15 - Sen. Lynne Walz - District 15 (David Rogers)
- District 17 - Sen. Joni Albrecht - District 17 (Sheryl Lindau)
- District 21 - Sen. Mike Hilgers - District 21 (Brodey Weber)
- District 23 - Sen. Bruce Bostelman - District 23 (Helen Raikes)
- District 25 - Sen. Suzanne Geist - District 25 (Stephany Pleasant)
- District 27 - Sen. Anna Wishart - District 27 (Brenda Bickford)
- District 35 - Sen. Dan Quick - District 35 (Raymond M. Aguilar)
- District 37 - Sen. John Lowe - District 37 (Mercadies Damratowski)
- District 39 - Sen. Lou Ann Linehan - District 39 (Allison Heimes)
- District 43 - Sen. Tom Brewer - District 43 (Tanya Storer)
- District 49 - Sen. Andrew LaGrone - District 49 (Jen Day)

As seen in the photos below, prior to everything coming to a halt in March, the engagement and participation in the Legislative Session from you, our members was top notch! We look forward to the day when we can get back to sharing our stories, and advocating for our students and our schools in person, just outside of the Floor.



LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

Student / Staff Count 2020-2021 School Year

Elem. School	Grade																		Total *Student / Staff
	PS		KG		1		2		3		4		5		6				
	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud			
All Student Counts Are Actual SIMS Enrollment Figures																			
BLUM	2	15	2	36	2	39	3	50	2	50	2	51	3	49	2	47	19	322	
KW	2	14	2	33	1.5	16	1.5	30	1.5	22	1.5	35	1.5	25	1.5	31	11	192	
MEAD	2	20	2	36	2	37	2	39	2	43	2	40	2	35	2	44	14	274	
MOCK	1	12	3	55	2	46	3	52	3	50	2	49	2	50	2	45	17	347	
SEY	1	12	2	39	1.5	29	1.5	32	1.5	35	1.5	31	1.5	32	1.5	29	11	227	
WW	2	24	2	41	2	37	2	37	2	33	2	30	2	42	2	46	14	266	
Totals By Gr	10	97	13	240	11	204	13	240	12	233	11	236	12	233	11	242	86	1628	
*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						
RMS		247		245									0	492					
RHS					229		238		247		283		0	997					
Totals	Staff	*Stud	Ratio	*Stud 19-20	Change for 20-21														
BLUM	21	337	16/1	366	-29		*Includes PS												
KW	13	206	16/1	203	3														
MEAD	16	294	18/1	338	-44														
MOCK	18	359	20/1	383	-24														
SEY	12	239	20/1	253	-14														
WW	16	290	18/1	315	-25														
Totals	96	1725	18/1	1858	-133														
RMS	36	492	14/1	467	25														
RHS	70	997	14/1	917	80														
Sec. Total	106	1489	14/1	1384	105		August 21 2020												
Dist. Total	202	3214	16/1	3242	-28		10:45 AM												



Ralston
PUBLIC SCHOOLS

Employee Handbook

Revised July, **2020**

Table of Contents

Letter from Dr. Adler 5

Welcome

Ralston's Purpose Statement 6

Ralston's Direction Statement 6

Governing Beliefs 6

The School Board 6

General Information

Non Discrimination 7

Equal Opportunity 7

Title IX 8

Compensation

Salary Information 10

Salary Information for Classified Staff 10

Payday 10

Unit Pay 10

Clocking In and Out 11

Overtime and Compensatory Time 11

Direct Deposit 11

Deductions 11

Outside Employment 12

At-Will Employment 12

Benefits

Health Insurance 13

Dental Insurance 13

Long Term Disability Insurance 13

Life Insurance 13

Workman’s Compensation 13

Tuition Reimbursement 14

COBRA Benefits 14

403B Plan 14

Pay Flex 14

Voluntary Separation Program 15

Retirement 15

Leave

Family and Medical Leave 15

Family Military Leave 16

Sick Leave 16

Personal Leave 17

Bereavement Leave 17

Association Leave 17

Jury Duty	17
Voting	17
Reporting Leave	18
<u>Purchases and Reimbursement</u>	
Purchase Orders	18
Travel	18
Mileage	18
Reimbursement Guidelines	19
Reimbursement Checks	19
Restriction on Employees Receiving Gratuities	19
<u>Assignments</u>	
Job Descriptions	19
Placements and Transfers	19
Hours	20
Negotiated Agreements	20
Employee Personnel File	20
Notification of Change of Address/Phone Number	21
Certified Evaluations	21
Classified Evaluations	21
Grievance Procedure	22
Disciplinary Procedure	22
Job Abandonment	23
Resignation or Dismissal of Certificated Staff	23
<u>Professional Expectations</u>	
Staff Ethics	23
Performance and Behavior	25
Employment-Related Sexual Harassment	26
Dress Code	27
Security Badges	27
Care of District Property and Equipment	27
Personal Property at School	28
Certification and Endorsement Requirements	28
Professional Growth of Certified Staff	28
Professional Development Procedures	29
Disclosure of Staff Qualifications	29
Academic Content Standards, Assessments, Accountability	30
Assessment Administration and Security	30
<u>Health and Safety</u>	
Use of Tobacco Products	30
Break Time for Nursing Mothers	31
Suicide Prevention Training	31
Drug and Alcohol Free Workplace	31
Drug Testing of Drivers	32
Workplace Searches	33

Weapons and Firearms	33
Notification of Arrest, Criminal Charges, Licensure, or Child Abuse	35
Workplace Safety	36
Reporting an Accident	36
Threat Reporting and Assessment	36
Universal Precautions	36
Communicable Diseases	37
HIPPA	38
HIV/AIDS and AIDS-Related Conditions	38
AHERA Notification	39
School Closing	40
Technology	
Use of Technology	40
Technology in the Classroom	42
Off Duty Use of Technology	43
School Affiliated Websites	43
School Affiliated Social Media	43
Monitoring/No Expectation of Privacy	44
Communication/Accessing Information	45
Cell Phone/Electronic Device Use	45
District Cell Phones	45
Electronic Communication While Driving	45
Policies Regarding Students	
Student Safety	46
Student Discipline	46
Student Bullying	47
Emergency Exclusion	47
Corporal Punishment	47
Suspected Child Abuse/Neglect	47
Student Interviews	48
Student Searches	48
Electronic Communication with Students	49
Student Confidentiality	49
Crisis Assistance	49
Summary	50
Acknowledgement	51
Appendices	
Appendix A: District Reimbursement Guidelines	52
Appendix B: District Professional Development Guidelines	54
Appendix C: Code of Ethics for the Teaching Profession	55
Appendix D: Supplemental policies and procedures for Sign Language Interpreters	59
Appendix E: Supplemental policies and procedures for drivers	64



Professionals:

Welcome to the Ralston Public Schools – we are glad to have you on our team. At Ralston Public Schools, we believe that our employees are our most valuable assets. In fact, we attribute our success as a public school district in significant part to our ability to recruit, hire and maintain a happy, professional, and productive instructional and support staff. We hope that during your career at Ralston Public Schools you will become a productive and successful member of our team.

This employee handbook describes, in summary form, the personnel policies and procedures that govern the employment relationship between the Ralston Public Schools and its employees. The policies and procedures stated in this book are just a general outline; many policies are described in detail in the negotiated agreement that applies to your employment group. You may receive updated information concerning changes in policy and procedures from time to time, and those updates should be kept with your copy of the handbook. If you have any questions about any of the provisions in the handbook, please contact Human Resources at the Administrative Offices.

Personally, as Superintendent of Schools, I want to thank you in advance for your commitment and professionalism as we all work together as a team to make the Ralston Public Schools a world class educational institution. I would also like to extend an open invitation to you to share any compliments, concerns, or ideas with me that will help all of us to make our organization better.

Sincerely,

Dr. Mark Adler
Superintendent

WELCOME

Welcome, and congratulations on becoming a member of the Ralston Public Schools employee team. By accepting this opportunity, you are committing your talents and skills to the task of developing well educated, productive and responsible adults. The work you do now is an investment in the future of our students.

RALSTON’S PURPOSE STATEMENT

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

RALSTON’S DIRECTION STATEMENT

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

GOVERNING BELIEFS

The Ralston Public Schools believe

- An educational process is a partnership involving the school, the family, the student, and the community
- Students learn best when they are actively engaged in the learning process
- All students can learn
- Students learn best when schools maintain high expectations for learning
- The foremost responsibility of any educational organization is the student
- The essence of education is the ability to develop lifelong learners to deal responsibly with choice in a changing world

THE SCHOOL BOARD

The Board of Education is the controlling body of the Ralston Public Schools. The Board is responsible for establishing a vision, making policy and establishing the budget.

Members of the Ralston Board of Education are elected by the qualified voters of the Ralston School District on a non-partisan ballot on the first Tuesday following the first Monday in November of even numbered years. The term of office is four years and begins on the first Thursday following the first Tuesday of January after the election.

Board of Education meetings are held the second and fourth Monday of every month at 6:00 p.m. in the District Office Board Room. Notice of meetings are published the preceding Wednesday in the Ralston Recorder. These are open meetings and visitors are welcome.

The Superintendent of Schools is responsible for seeing that the Board’s policies are put into action. The Superintendent does this through a system of administrators who serve throughout the schools and offices in the district. In this way, all functions are orchestrated to best reach our goals.

You and the work you do are important and integral parts of a carefully planned system designed by the residents of the Ralston School District. They are depending on you to nurture and educate our most precious resource - our children.

GENERAL INFORMATION

The school district’s handbooks are intended to convey information and explain school regulations and procedures that are necessary for the school to run smoothly and efficiently. Although the board of education may take action to approve the handbooks annually, the administration has the authority to change the contents of any handbook at any time so long as the changes are consistent with board policy.

None of the district’s handbooks create a “contract” between the school district, staff members, parents or students. If any information contained in any handbook conflicts with board policy or state statute, the policy or statute will govern.

NON DISCRIMINATION

The school district does not discriminate on the basis of race, color, national origin, religion, marital status, sex, pregnancy, gender identity, gender expression, sexual orientation, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Name: Dr. Mike Rupprecht
Title: Executive Director of Human Resources and School Improvement
Address: 8545 Park Drive, Ralston, Nebraska 68127
Telephone: 402-898-3483
E-mail: mrupprecht@ralstonschools.org

For further information, please visit <http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

For additional prohibited discrimination and related information pertaining to the Ralston Public Schools, please review Policy 3053 – Nondiscrimination.

EQUAL OPPORTUNITY

The Ralston Public Schools shall provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and non-discrimination laws, directives and regulations of federal, state, and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. Employees will support and comply with the district’s established equal employment opportunity and non-discrimination policies. Employees shall be given notice of this policy annually.

Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the board, administration, and Nebraska Department of Education for the position for which they apply. In employing individuals, the district will not discriminate in any aspect of employment with regard to race, color, religion, national or ethnic origin, sex, disability, age, marital status, veteran status, genetic background, pregnancy or childbirth, or related medical condition.

TITLE IX

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

Designation: The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Board policy, who will be referred to as the "Title IX Coordinator." The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

General Prohibition: Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or Board policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

Specific Prohibitions: Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or Board policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

- Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner.
- Deny any person any such aid, benefit, or service;
- Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- Apply any rule concerning the domicile or residence of a student or applicant;
- Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;

- Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

Complaint Procedure: All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of Board policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment—shall be addressed pursuant to the district’s general complaint procedure, Board Policy 2006.

Reporting Sexual Harassment: Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District’s Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

General Response to Sexual Harassment: When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of Board policy “education program or activity” includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district’s response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

Emergency Removal: Nothing in Board policy precludes the district from removing a respondent from the district’s education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Administrative Leave: Nothing in Board policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

Retaliation Prohibited: Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or Board policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Board policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006.

For more information, please see Ralston Board Policy 3057.

COMPENSATION

SALARY INFORMATION

Teachers and identified certified employees are placed on a salary schedule according to the negotiated agreement between the Ralston Education Association and the Board of Education. Placement and advancement on the schedules are based on experience, the number of years served in the district, the addition of approved undergraduate hours for endorsements or specialties not previously approved, or graduate hours in your field. Teachers who report college hours before November 1st advance on the schedule for the entire school year. The Human Resource Office can be contacted for more information or an explanation of the salary schedule.

SALARY INFORMATION FOR CLASSIFIED STAFF

Pay rates for classified staff are established each year by the Board of Education with input from the Superintendent of Schools and the Assistant Superintendent of Business and Finance. A raise may be granted each year based on the financial climate of the school district.

PAYDAY

Ralston school employees are paid monthly. Payday is the 18th of the month, unless that date falls on a weekend. In that case deposits are issued the Friday before. Employees are notified by automated e-mail when pay records are available for viewing each month.

UNIT PAY

Teachers who have duties beyond their normal teaching assignments, such as coaching, department head responsibilities, and building supervision, may be eligible for supplemental pay. Supplemental assignments and unit pay schedules are determined annually. The supplemental salary schedule is a part of the teacher's negotiated agreement.

CLOCKING IN AND OUT

Hourly employees are required to use the district's online (ETS) timesheet to record all hours worked. Staff members are required to clock in no sooner than 7 minutes before/after the scheduled shift and clock out no later than 7 minutes before/after the scheduled shift. If an employee is unable to clock in or out within the allotted period of time, the staff member is required to attach a note to the timecard explaining the discrepancy to his/her supervisor.

If an employee misses an entry into the timekeeping system, the staff member is responsible for correcting his/her timecard at the earliest possible convenience. If an employee makes a correction to his/her timesheet, the staff member is required to attach a note to the timecard explaining the discrepancy to his/her supervisor. Employees who consistently miss time clock entries may be subject to disciplinary action.

Employees are not allowed to use another person's login credentials under any circumstances in order to clock in/out or modify the timecard of another staff member.

Any employee who knowingly misrepresents or falsifies documentation about the number of hours he/she has worked or knowingly misrepresents or falsifies documentation about the number of hours another employee has worked will be subject to disciplinary action, up to and including termination of employment.

OVERTIME AND COMPENSATORY TIME

All classified staff members must keep an accurate record of all hours worked for the district. Employees who are "non-exempt" under the Fair Labor Standards Act and who work more than 40 hours in a workweek will be paid at the rate of time-and-one-half (1½) times their regular rate of pay for all overtime hours or will be provided compensatory time. All overtime must be approved in advance by the employee's supervisor. Overtime that is not approved in advance, may not be payable. Scheduled holidays, vacation days, time off for jury duty, and time off for sickness, emergencies or other personal reasons will not be considered hours worked for overtime purposes.

“Non-exempt” employees may not waive their rights under the Fair Labor Standards Act.

For more information, please see Ralston Board Policy 4050.

DIRECT DEPOSIT

Direct deposit of paychecks into bank accounts is mandatory. Instead of a check, employees can access their pay records online through the Employee Access Center. To enroll in direct deposit, employees must provide a voided check prior to their first pay date.

DEDUCTIONS

All required deductions, such as for federal, state, and local taxes, retirement contributions, and all authorized voluntary deductions, such as for insurance or union dues, will be withheld automatically from your paychecks. Garnishments are legal proceedings imposed by a court of

law upon the school district requiring payment to a third party of monies earned by district employees. The school district will accept all legal garnishments and tax levies against wages in compliance with state and federal law. An employee's pay will be held upon receipt of a garnishment until a court order is issued indicating satisfaction of the indebtedness or until ordered to surrender the monies to the court or its agent. The school district prohibits improper pay deductions, and employees shall be reimbursed for any improper pay deductions. If you believe that an improper deduction has been made to your pay, you should immediately report this information to your direct supervisor, payroll personnel, or the Superintendent.

If a staff member owes funds to the district at the time of his or her resignation or termination, the district may deduct that which is owed to the district from the employee's final paycheck.

OUTSIDE EMPLOYMENT

An employee's responsibilities to the district take precedence over personal responsibilities during school hours. Employees may not engage in other employment business activity during assigned duty hours.

Teachers are expected to assist students who are having learning problems as part of the teachers' employment. Such assistance is expected both in the classroom and at other times during the school day. A teacher shall not solicit a student or parent to retain the teacher as a tutor and shall not act as a tutor for pay or other remuneration for any student who is then enrolled in any class taught by that teacher. In all other cases during the school year, a teacher may act as a tutor for pay or other remuneration upon prior approval of the building principal and superintendent or his/her designee.

Employees shall not sell, solicit or promote the sale of goods or services to students. Employees shall not sell, solicit or promote the sale of goods or services to parents of students when the employee's relationship with the district is used to influence any sale or may be reasonably perceived by parents as attempting to influence any sale. Employees with supervisory or managerial responsibilities shall not sell, solicit or promote the sale of goods or services to employees over whom they have such responsibilities in any manner that could reasonably be perceived as coercive by the subordinate employee(s). Employees shall not use employee, student, or parent directories in connection with the solicitation, sale, or promotion of goods or services and shall not provide any such directory to any person or entity for any purpose without the prior knowledge or approval of the building principal.

No school board member, administrator, teacher, or other employee shall use the personnel, facilities, resources, equipment, property, or funds of the district for personal financial gain or business activities.

For more information, please see Ralston Board Policy 4008.

AT-WILL EMPLOYMENT

Classified staff members are employed "at-will" unless they are a member of a bargaining unit that is subject to a negotiated agreement with the district. Either you or the school district may terminate your employment at any time, for any reason, with or without cause or notice. This

handbook is not a contract, express or implied, guaranteeing employment for any specific duration.

BENEFITS

HEALTH INSURANCE

The school district's health insurance plan is administered by Blue Cross and Blue Shield of Nebraska. The plan year's coverage is effective September 1st. The current plan is as stated in your employee benefit package. If one of the qualifying members is less than full time but at least 50% FTE, the monthly premium will be prorated based upon the reduced FTE. Details are available in the Payroll Office. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned.

DENTAL INSURANCE

Dental coverage through Blue Cross and Blue Shield of Nebraska (100% A, 75% B, and 50% C coverage) covers the cost of preventive, diagnostic and maintenance services. This includes a check-up and cleaning twice a year, fillings, extractions, X-rays and sealants. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned.

LONG-TERM DISABILITY INSURANCE

Employees will receive 66 2/3 percent long-term disability insurance coverage based on the employee's salary and fringe benefits. An employee shall be entitled to disability coverage beginning on the date when the employee has used all of his or her accumulated sick leave. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned.

LIFE INSURANCE

The district provides term life insurance (\$20,000 in most cases) for full time employees. The plan includes accidental death and dismemberment coverage in the same amount as the basic life benefit. Employees may choose to buy supplemental insurance at an amount allowed by the district and the carrier. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned.

WORKMAN'S COMPENSATION

The school district shall provide workers' compensation insurance for the protection of the district and its employees, and such other insurance as the board deems appropriate or has agreed to provide pursuant to a collective bargaining agreement.

Workman's compensation pays medical costs for injuries on the job and partially reimburses for loss of salary up to a legislated maximum. Salary reimbursement begins after a seven-day waiting period. If the employee is off the job more than six weeks, the initial seven days will be paid retroactively.

TUITION REIMBURSEMENT

An eligible employee may receive tuition reimbursement based on the terms of the negotiated contract. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned.

COBRA BENEFITS

Under a federal law known as COBRA, employees, their spouses and children are allowed to continue group health insurance at their own expense under any of the following conditions:

- Death of the employee.
- Leaving the district's employment, whether through resignation or termination.
- Reduction of hours.
- Divorce or legal separation.
- The employee is entitled to benefits under Title XVIII of the Social Security Act.
- A dependent child ceases to be a dependent child under the plan.

Coverage may continue for up to 18 months in cases of termination or reduction of hours, and 36 months in other instances. Details are available through the Business Office.

403B PLAN

Monthly contributions to qualified 403b investment accounts are available through payroll deductions. Employees can elect to have money deducted from their monthly salary and sent to an account with an approved 403B Plan vendor. Contact the payroll office for a list of approved vendors, and also once you have set up an account with your financial planner. Additional information is available through the Business Office.

PAY FLEX

Pay Flex is a program designed to set aside your pre-tax salary dollars for specific medical or childcare expenses. When enrolled in the program, a specified amount is put into an account before payroll deductions. The money in this account is available for health care needs not covered by insurance, such as orthodontics, co-pays, prescriptions, eyeglasses, and also for childcare costs from qualified providers.

Enrollment in or withdrawal from the Pay Flex program is permitted in October each year during the official enrollment period. The plan year is October 1- September 30. Enrollment information is distributed in August and enrollment forms are due September 1st. Contact the Business Office for more information.

VOLUNTARY SEPARATION PROGRAM

Teachers with 20 years of service may qualify for the Voluntary Separation Program. The Voluntary Separation Program is outlined in the teacher's negotiated contract or through specific board action.

RETIREMENT

Employees are required to participate in the Nebraska School Employees Retirement system. Contributions, which are subject to change annually, are deducted automatically from paychecks. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned.

LEAVE

FAMILY AND MEDICAL LEAVE

The school district shall provide leave to its employees in accordance with the Family and Medical Leave Act. Under the FMLA, eligible employees are entitled to certain rights, and have certain obligations with respect to unpaid leave for certain family and medical reasons.

FMLA leave eligibility: An eligible employee under the FMLA is an employee who has been employed by Ralston Public Schools for at least twelve (12) months, who has worked at least 1,250 hours in the past 12 months, and who works at a facility in which at least fifty (50) employees are employed at that facility or within seventy-five (75) miles of that facility. Returning Service members are given credit for any months or hours of service they would have been employed but for their military service.

Reasons for FMLA leave: The school district will grant an eligible employee up to a total of 12 workweeks of unpaid leave under the following conditions:

- For birth of a son or daughter, and to care for the newborn child
- For placement of a son or daughter with the employee for adoption or foster care
- To care for the employee's spouse, son, daughter, or parent with a serious health condition
- Because of a serious health condition that makes the employee unable to perform the functions of his or her job
- Because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is on active duty (or has been notified of an impending call or order to active duty) in the armed forces in support of a contingency operation

The school district will grant an eligible employee who is the spouse, son, daughter, parent or next of kin of a covered service member a total of 26 workweeks of unpaid leave during a 12-month period to care for the service member. The leave described in this paragraph shall only be available during a single 12-month period.

The school district will continue group health plan benefits on the same basis as coverage would have been provided if the employee had been continuously employed during the FMLA leave period. Any share of health plan premiums which have been paid by the employee prior to FMLA leave must continue to be paid by the employee during the FMLA leave period.

The school district requires employees to substitute any accrued paid vacation leave, paid personal leave, paid family leave, paid medical leave or paid sick leave for FMLA leave. However, nothing in this policy shall require the school district to provide paid sick or medical leave in any situation in which the school district would not normally provide such paid leave.

Any staff member who needs to take an extended leave for medical or personal reasons must submit a leave request and complete FMLA forms. The absences that most often fall into the scheduled category are maternity, scheduled surgeries, and medical leaves of absence.

For more information, please see Ralston Board Policy 4011.

FAMILY MILITARY LEAVE

All employees, including elected officials of the State of Nebraska or any political subdivision thereof, who shall be members of the National Guard, Army Reserve, Marine Corps Reserve, Air Force Reserve, and Coast Guard Reserve, shall be entitled to a leave of absence from their respective duties, without loss of pay, on all days during which they are employed with or without pay under the orders or authorization of competent authority in the active service of the State or of the United States, not to exceed fifteen workdays in any one calendar year. Such leave of absence shall be in addition to the regular annual leave of the persons named herein. When the Governor of this state shall declare that a state of emergency exists, and any of the persons named in this section are ordered to active service of the state, an additional leave of absence will be granted until such member is released from active service by competent authority. During the additional leave of absence because of the call of the Governor, any official or employee subject to the provisions of this section shall receive such portion of his salary or compensation as will equal to the loss he may suffer while in active service of the State.

An administrator, at his or her discretion, may require an employee who requests leave under the Nebraska Family Military Leave Act to provide certification from the proper military authority to verify the employee's eligibility for the leave requested.

Military Leave under the Federal Family and Medical Leave Act (FMLA) will be governed by the FMLA and the board's policy regarding the FMLA.

SICK LEAVE

Sick leave is granted as per the negotiated contract. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned. Any employee who fraudulently uses, or attempts to use, sick leave in a manner that is not consistent with the terms outlined by the district will be subject to disciplinary action up to and including termination of employment.

PERSONAL LEAVE

Personal leave is granted as per the negotiated contract. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned.

BEREAVEMENT LEAVE

An employee shall be permitted paid leave for bereavement purposes per the current negotiated contract. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned. Any employee who fraudulently uses, or attempts to use, bereavement leave in a manner that is not consistent with the terms outlined by the district will be subject to disciplinary action up to and including termination of employment.

ASSOCIATION LEAVE

Association leave is granted as per the negotiated contract. All benefits of this nature will be available to employees as outlined in the negotiated agreements or benefits procedures of the employee group in which you have been hired for and assigned. Any employee who fraudulently uses, or attempts to use, association leave in a manner that is not consistent with the terms outlined by the district will be subject to disciplinary action up to and including termination of employment.

JURY DUTY

An employee who has been called to serve as a juror will be granted paid leave. Employees must sign over to the district the compensation they receive for jury duty, but not compensation for expenses.

An employee who has been subpoenaed to testify as a witness in a court proceeding shall be entitled to one day of paid leave. To receive paid leave, the employee must sign over to the district his or her witness fee.

An employee who has been subpoenaed to testify in court in a matter relating to business of the District will be considered on official District business.

VOTING

Ralston Public Schools will grant employees time off to vote if they do not have two consecutive hours away from work while the polls are open. The District will specify the two hours the employee may be absent from work to vote, and no deduction will be made from wages on account of such absence. Appointed election officials should contact their administrator to arrange paid time off.

REPORTING LEAVE

All employees are expected to report all leave taken to their supervisor and the employee benefits professional each time leave is taken. Please speak with your building administrator or direct supervisor as to their expectations to make sure this is accomplished. Failure to report leave will be considered insubordination and will be addressed as such.

PURCHASES AND REIMBURSEMENT

PURCHASE ORDERS

Orders may be placed at your building. A requisition form must be filled out. This is available from the school secretary or a supervisor. It must be filled out completely, including address, item, quantity and price. It must also be signed by a supervisor. The requisition form should be turned in to the building secretary for input as a purchase order. The building secretary will notify accounts payable for printing and mailing of the purchase order. The original signed requisition and any additional information should be attached to the requisition and sent to accounts payable. No items or service should ever be ordered without being assigned to a purchase order and submitted into the purchase order system.

If the item is needed immediately, a requisition, complete with purchase order number, can be obtained from the building secretary. The requisition, approved and signed by a supervisor, can then be taken to the vendor. A receipt of goods will be issued. The completed and signed requisition and receipt should be turned in to the building secretary for input into the system as a purchase order. Once entered, the requisition and receipt should be submitted to accounts payable for the printing of the purchase order.

There may be occasions, such as registration to attend a preapproved seminar, when a fee will need to be paid prior to the Board of Education meeting. Please contact your building secretary for details. Administrators are responsible for establishing procedures in their buildings and department to insure that these procedures are followed.

TRAVEL

All out-of-district travel must be pre-approved by a supervisor. A travel and expense form is available through a supervisor. All receipts being submitted for reimbursement (especially transportation, lodging and meals) must be kept and submitted with the completed travel and expense form to the Accounts Payable Department. Please see Appendix A for reimbursement guidelines. Receipts must be itemized or the district may not be able to reimburse expenses. It is the employee's responsibility to collect itemized receipts.

MILEAGE

Expenses for required travel throughout the district on school business by an approved employee may be reimbursed if the employees own vehicle is used. Mileage reimbursement is based on the state approved rate and will be within the guidelines of the Local Government Miscellaneous

Expenditure Act. Mileage requests shall be submitted using the online form. Itemized details of each trip must be included on the form. One entry labeled total miles for the day is not acceptable. Forms must be filled out completely and signed electronically by the employee and supervisor. Forms shall be turned in at the end of each month. They will be processed by the Accounts Payable Department (see reimbursement checks). Please see Appendix A for reimbursement guidelines.

REIMBURSEMENT GUIDELINES

Guidelines are in place to outline reimbursement of expenses to employees while doing the business of the Ralston Public Schools. Please review the Ralston Public Schools Reimbursement Guidelines in Appendix A of this document.

REIMBURSEMENT CHECKS

Reimbursement checks are issued once a month and are processed by the Accounts Payable Department. Vouchers must be submitted by the 25th of the month to receive payment the following month. Please see Appendix A for reimbursement guidelines.

RESTRICTIONS ON EMPLOYEES RECEIVING GRATUITIES

An employee who, because of his or her employment by the school district, receives any bonus merchandise or gift with a value over \$25.00 must disclose the receipt of such gift to the superintendent. The superintendent, at his or her discretion, may require that the gift become the property of the district.

Employees are directed to discourage merchants from offering bonus paraphernalia in exchange for the school's patronage.

ASSIGNMENTS

JOB DESCRIPTIONS

Job descriptions are the district's way of letting employees know what is expected of them. They are not, however, comprehensive nor intended to be limiting. Employees are part of a total team. If anything on the description is unclear, clarification should be sought by contacting the district's Human Resource office.

PLACEMENTS AND TRANSFERS

The District Office assigns all staff. Top priority is given to the needs of the students. Assignments within buildings or departments are the responsibility of the building/program administrator.

It is the policy of the Ralston Public Schools to fill all positions with the best-qualified people. The district reserves the right to place/transfer employees in positions they see are most

beneficial to the success of the District. The District also prefers to promote from within whenever possible. As positions become available, administration will, at its discretion, either directly promote or transfer a qualified employee of the District or open the position for application by internal and external candidates.

If a position is opened for application, it will be posted electronically. Frequently, job vacancies will be advertised with outside sources during the same week they are posted online. This is done to speed up the screening process and to aid in ensuring that vacancies are filled by the most qualified persons.

To apply for an open position, you should either submit a formal letter of interest to the Human Resources Office referencing the position and requesting an interview. Interviews will be arranged by the Human Resources Department.

A detailed procedure regarding district transfers is available. Contact Human Resources Office or your building principal for more information.

HOURS

Members of the certified staff shall be on duty before and after the regularly scheduled student school day long enough to plan and to carry out their individual professional responsibilities as determined by the Superintendent of Schools and/or the Building Principals.

Classified staff hours are determined at time of hire.

NEGOTIATED AGREEMENTS

Negotiated agreements for the various employee groups are available for review electronically in the Essential Documents folder located in the district's G-mail system (Google Drive).

The negotiated agreement and salary schedule for teachers are negotiated by the district and the Ralston Education Association.

EMPLOYEE PERSONNEL FILE

The district shall maintain a personnel file regarding each employee. All materials in a personnel file, except for employment references and information that was gathered in the process of assessing an applicant for hiring, shall be available to the employee for review within a reasonable period of time of the employee's request. Employees may inspect the contents of their personnel files only in the presence of an administrator or a person designated by the administration.

An employee may respond to any document(s) in his or her personnel file by submitting a written response to the person responsible for keeping the file, who shall attach the response to file copies of the disputed document.

No person other than school officials engaged in their professional duties shall be granted access to employees' personnel files, and the contents of such files shall not be divulged in any manner

to any unauthorized person. An attorney acting on behalf of the board of education or administration is deemed to be a school official.

NOTIFICATION OF CHANGE OF ADDRESS/PHONE NUMBER

The district must keep accurate employee information. Therefore, the Human Resources Office should be contacted regarding change of address or phone numbers. This information is for district use only and is not made available to the public.

CERTIFIED EVALUATIONS

All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only.

The Ralston Public Schools shall provide procedures for the evaluation of staff. The evaluation shall serve as a basis for improvement of performance and continued employment in the Ralston School District. The procedures shall provide a source of information for sound decision-making as well as for counseling, for in-service training, and for continual growth of all employees. The procedures shall provide not only for the identification and improvement of staff skills and abilities that enhance the learning process, but also for the dismissal of those who do not meet the standards of the District.

The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

For more information, please see Ralston Board Policies 4030 and 4031.

CLASSIFIED EVALUATIONS

Non-certificated District employees will receive a written evaluation yearly. To gain a clear understanding of your job expectations and your performance, you and your supervisor will discuss your evaluation together and each of you will sign it. The evaluation then becomes part of your permanent personnel file.

Classified employees who are new to the district may receive an initial evaluation by his or her supervisor at the conclusion of a 60-day probationary period of employment. This evaluation is at the discretion of the employee's supervisor and is used to identify strengths and/or areas where continued professional growth may be needed.

GRIEVANCE PROCEDURE

A Ralston School District employee who wishes to file a grievance with the district may use the grievance procedure outlined in Board Policy 4013. Certified staff members should follow the grievance procedure outlined in the teachers' negotiated agreement.

DISCIPLINARY PROCEDURE

The key to a successful working relationship between employer and employee is good communication. If a problem arises with a job performance or behavior, it is important for the employee to have a clear understanding of the district's concerns. The following disciplinary guidelines have been set by the district. With cooperation, these procedures can keep small problems from becoming big ones.

The following disciplinary actions will be considered whenever an infraction of the employer and employee relationship occurs. Infractions may be related to policies, rules, regulations or procedures that are administrative in nature, or the infraction may be related to job performances. These actions are not intended to be a hierarchy, but options. It is understood that this guideline for disciplinary action in no way negates the grievance clause of the contract between the school and the Ralston Education Association. The supervisor will select the most appropriate action.

- **Verbal Counseling:** A conversation which would include but not be limited to reminding the employees of rules, regulations, procedures, job description as well as complimentary remarks of good performance.
- **Oral Reprimand:** A written summary of an oral reprimand that will be placed in the employees personnel file to document the conversation. (i.e., on such and such day I had a discussion with John Doe about...) A signature of the employee and supervisor is required on this written summary.
- **Conference Report:** A set meeting with the employee and his/her supervisor to discuss inadequate performance or inappropriate behavior. This conference will provide a thorough discussion of behavior or inadequate performance and actions needed to be taken to improve that behavior or performance. This conference may include the Superintendent. A written summary, signed by the employee, is placed in the employee's personal file.
- **Written Reprimand:** An action by an employee of a more serious nature will trigger a written reprimand. It gives the employee notice that his/her actions have placed his/her continued employment with the district in jeopardy.
- **Suspension with Pay:** This will generally be used when an employee has been charged with a crime or when a serious accusation is made against the employee. The employee may be suspended with pay while an investigation is conducted.
- **Suspension without Pay:** This action may be taken for two reasons: 1) as a result of less serious disciplinary actions which have not improved performance. 2) as a result of an infraction of a very serious nature.
- **Termination of Employment:** This action may be used when the nature of the infraction warrants it or when the employee's records show previous infractions have not been corrected. Employee will be given a written notice of the effective date of termination.

JOB ABANDONMENT

Unexcused absences are a serious matter. Unless prohibited by a provision within a collective bargaining agreement, any employee who has three consecutive days of unexcused absences shall be considered to have abandoned their job without notice, effective at the end of the employee's normal shift on the third day. The employee's supervisor shall notify the Human Resource Office at the end of the third workday. Abandonment is considered a voluntary resignation.

RESIGNATION OR DISMISSAL OF CERTIFICATED STAFF

Certificated staff members who know they will not be returning to employment at the school district for the following school year are encouraged to submit their resignations as early as possible, to enable the board to find suitable replacements. In the event of dismissal, procedures for the dismissal of certified staff members are governed by the laws of the State of Nebraska.

Staff members who submit their resignations to the board of education by April 15th will be released from the next school year's contract. Staff members who submit their resignations after April 15th will not be released unless the board is able to obtain the services of a quality replacement. Staff members who refuse to fulfill their contractual obligations are subject to being reported to the Professional Practices Committee of the Nebraska Department of Education.

PROFESSIONAL EXPECTATIONS

STAFF ETHICS

The Regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education, are the minimum standards for all certificated staff members of the school district. All certified employees are responsible for reading, acknowledging, and complying with these standards.

Please refer to APPENDIX C to review these standards in detail.

Ralston Public Schools respects the privacy interests of its employees and recognizes their right to conduct their personal lives free from interference from the District. Nonetheless, employees should keep in mind that, even while off-duty, they represent the Ralston Public Schools to the public and should strive to preserve the District's reputation. In addition, certain types of off-duty conduct may reflect poorly upon an employee's character and judgment and thereby influence his or her standing as an employee of the Ralston Public Schools. Therefore, employees who engage in unprofessional or criminal conduct or other serious misconduct off-duty may be subject to disciplinary action by the District, including termination of employment, if such conduct is determined by administration to be harmful to our image, inconsistent with expectations of our employees, or otherwise adversely affects our legitimate business interests.

School district employees are responsible for conducting themselves professionally and for teaching and modeling high standards of behavior and civic values, both at and away from school. Employees are required to establish and maintain professional boundaries with students. They may be friendly with students, but they are the students' teachers, not their friends, and they must take care to see that this line does not become blurred. This applies to employees' conduct and interactions with students and to material they post on personal web sites and other social networking sites. The posting or publication of messages or pictures or other images that diminish an employee's professionalism or ability to maintain the respect of students and parents may impair his or her ability to be an effective employee. Employees are expected to behave at all times in a manner supportive of the best interests of students.

Unless an employee has a legitimate educational purpose, the following behavior is a violation of the professional boundaries that employees are expected to maintain with students. The following list is intended to illustrate inappropriate behavior involving students but not to describe every kind of prohibited behavior.

- Communicating about sex when the discussion is not required by a specific aspect of the curriculum.
- Joking about matters involving sex, using double entendre or making suggestive remarks of a sexual nature.
- Displaying sexually inappropriate material or objects.
- Making any sexual advance, whether written, verbal, or physical or engaging in any activity of a sexual or romantic nature.
- Kissing of any kind.
- Dating a student or a former student within one year of the student graduating or otherwise leaving the district.
- Intruding on a student's personal space (e.g. by touching unnecessarily, moving too close, staring at a portion of the student's body, or engaging in other behavior that makes the student uncomfortable).
- Initiating unwanted physical contact with a student.
- Communicating electronically (e.g. by e-mail, text messaging, through social media or instant messaging) on a matter that does not pertain to a school matter. Electronic communications with students generally are to be sent simultaneously to multiple recipients and not just to one student except when the communication is clearly school related and inappropriate for persons other than the individual student to receive (i.e. grades). In these cases the students' parents should be included in the communications when possible.
- Playing favorites or permitting a specific student to engage in conduct that is not tolerated from other students.
- Discussing the employee's personal issues or problems that should normally be discussed with adults.
- Giving a student a gift of a personal nature.
- Giving a student a ride in the employee's vehicle without first obtaining the express permission of the student's parents or a school administrator.
- Taking a student on an outing without first obtaining the express permission of the student's parents or a school administrator.
- Inviting a student to the employee's residence without first obtaining the express permission of the student's parents and a school administrator.
- Going to a student's home when the student's parent or a proper chaperone is not present.
- Repeatedly seeking to be alone with a student.

- Being alone in a room with an individual student at school with the door closed.
- Any after-school hours activity with only one student.
- Any other behavior that exploits the special position of trust and authority between an employee and student.

An employee is required to make a report to their direct supervisor and/or superintendent if the employee reasonably believes that another employee has violated or may have violated this policy. Concerns or violations shall be reported immediately. Violations committed by or concerns about the superintendent shall be reported to the President of the Ralston School Board.

A student who feels his or her boundaries have been violated should immediately report the conduct or communication to a teacher, administrator, counselor, or other school employee with whom she or he feels comfortable.

All reports made under this policy will remain confidential to the extent allowed by law. Retaliation for good faith reports or complaints made as a result of this policy is prohibited. Individuals who knowingly and intentionally make a false report shall be subject to discipline as provided by district policy and state law.

A violation of this policy will form the basis for employee discipline up to and including termination or cancellation of employment, filing a report with Health and Human Services, filing a report with law enforcement officials, and filing a report with the Commissioner of Education.

PERFORMANCE AND BEHAVIOR

The following set of rules and regulations is intended to serve as a general guideline in governing appropriate employee behavior. The list is not intended to include all offenses for which an employee may be disciplined or discharged.

Performance Rules:

- Always make your best effort in your work.
- You are expected to meet reasonable standards of efficiency, productivity, and performance.
- Do not leave during working hours without advance permission from your supervisor.
- Always be punctual.

Behavior Toward Others:

- All staff members are expected to behave in a professional manner at all times. This expectation includes all interactions staff members have with students, staff members, parents, or other stakeholders of the Ralston Public Schools.
- Insubordination is prohibited. Insubordination includes the failure or refusal to obey the orders or instructions of a supervisor or administrator, the use of abusive or threatening language toward such individuals, or any conduct that undermines supervisor authority is prohibited.
- Do not threaten, intimidate, coerce, provoke, interfere, or fight with other employees, supervisors, or students and their families at any time.

- Do not make false or malicious statements about employees, supervisors, students and their families, or Ralston Public Schools at any time.
- The use of profane or abusive language is not permitted in any situation.

Property of Others:

- Do not abuse, misuse, damage, destroy, sabotage, or steal the property of Ralston Public Schools, or the property of employees, supervisors, or students and their families.
- The use of Ralston Public Schools' equipment and supplies for personal purposes is generally not permitted. On various occasions and with permission from administration usage may be permitted on a limited basis and for a nominal fee.

Honesty:

- Do not falsify or fail to disclose completely all information requested or recorded on any employment, personnel, or other record of the District or its students and families.
- Do not alter, misuse, or remove from the District, without proper authorization, employee lists, student records, or confidential information of any nature.

Condition of District Premises:

- Do not create or contribute to unsanitary conditions on the District's premises; do not litter.
- Keep you work area safe and clean at all times.

Other Rules:

- Do not post or remove notices, signs, or any written or printed material on or from bulletin boards or elsewhere on the District's property at any time without advance permission.
- Always report any mistake by yourself or another person that could affect the District.

EMPLOYMENT-RELATED SEXUAL HARASSMENT

It is the policy of the school district to provide an environment free of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication constituting sexual harassment. Sexual harassment by any employees and students is unequivocally prohibited. Sexual harassment is misconduct that interferes with work productivity and wrongfully deprives employees of the opportunity to work and students of the opportunity to study and be in an environment free from unsolicited and unwelcome sexual overtones. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and other such verbal or physical misconduct. Sexual harassment is a prohibited practice and is a violation of the law.

The U.S. Equal Employment Opportunity Commission has issued guidelines interpreting Section 703 of Title VII as prohibiting sexual harassment. Sexual harassment is defined in those guidelines as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical misconduct of a sexual nature constitutes sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment

- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment

A person who feels harassed is encouraged to inform the person engaging in sexually harassing conduct or communication directly that the conduct or communication is offensive and must stop. If the person who feels harassed does not wish to communicate directly with the person whose conduct or communication is offensive, or if direct communication with the offending person has been ineffective, the person who feels harassed should report the conduct or communication using the district's complaint policy. Complaints involving sexual harassment may also be submitted at any time to the district's Title IX coordinator.

Regardless of the means selected for resolving the problem, the good faith initiation of a complaint of sexual harassment will not affect the complainant's employment, compensation or work assignments as an employee, or status as a student.

DRESS CODE

The attire worn by staff members conveys an important image to students and the general public. Certified staff, para-educators and office staff are expected to dress professionally. The building principal may temporarily suspend all or a portion of the dress code when other factors support a lower dress expectation for school employees. Custodial, maintenance, food service, and transportation staff should wear their employee uniform during work hours.

Staff must maintain a clean and professional image at all times when representing the district. Staff members who dress unprofessionally or have an appearance that is a distraction to the learning environment will be in violation of this policy and referred to the administration to correct the situation. Staff members who continue to dress in an inappropriate manner will be considered insubordinate and handled accordingly.

SECURITY BADGES

All District employees are required to wear a Ralston School District security badge. The initial security badge will be provided by the school district. All replacement badges will be purchased at the expense of the employee. While on duty and in the various school buildings staff members should have their ID badge on.

CARE OF DISTRICT PROPERTY & EQUIPMENT

Nearly all staff members will be issued some sort of equipment or property owned by the Ralston Public Schools to help achieve your job responsibilities. Examples of this equipment could be laptop computers, various electronic equipment or phones, books, tools, or different types of safety equipment. Staff members are expected to use great care and respect when using District owned equipment and property. In the event that District owned property has been lost, stolen, or damaged beyond what is normal wear and tear, the District will assess appropriate monetary damages back to the staff member to replace the lost, stolen, or damaged item.

PERSONAL PROPERTY AT SCHOOL

Bringing valuable personal property to any school district building is strongly discouraged. The Ralston Public Schools will accept no level of responsibility for lost, stolen, or damaged personal property brought to school by employees. The best advice in these situations is to leave valuable personal property at home in a secure place to be assured of its protection. Examples of such items are: personal computers, expensive jewelry, large amounts of cash, personal electronic devices, tools, and family keepsakes to name just a few.

CERTIFICATION AND ENDORSEMENT REQUIREMENTS

All educators, including substitute teachers, must be duly certified by the Nebraska Department of Education in accordance with the Department's rules and the laws of Nebraska. They must file copies of their teaching certificates, including endorsements, with the superintendent of schools, and must promptly file any changes in certification or endorsements.

Certified employees are required to maintain all their endorsements, and may not permit any endorsement to lapse or remove it from their certificates. Any certificated employee working under a provisional endorsement must document regular progress and complete said endorsement as outlined in the Nebraska Department of Education, Rule 21.

The board or superintendent may require a certified employee to obtain a new endorsement when it is deemed necessary for the benefit of the school district and/or to comply with federal or state requirements.

Each administrator, including the Superintendent, principals, and supervisors or supervisor of any special subjects or subject in which persons directly supervise the work of other teachers shall hold either a Nebraska Administrative and Supervisory Certificate or a Nebraska Professional Administrative and Supervisory Certificate.

PROFESSIONAL GROWTH OF CERTIFIED STAFF

Every six years, permanent certificated employees shall give evidence of professional growth. The six-year period shall commence on August 1st of the year the certified staff member achieves permanent status or tenure and shall end on July 31st after the sixth year of continuous service. Each subsequent six-year cycle shall begin immediately following the end of a cycle. Hours or credits cannot be accumulated during one cycle to be applied during a subsequent six-year cycle.

Six semester hours of college credit shall be accepted as evidence of professional growth. Other activities which may count towards the teacher's professional growth requirements include, but are not limited to:

- Mentoring a teacher new to the district
- Leading (or serving on) an external accreditation visit
- Teaching undergraduate or graduate level college courses directly related to education
- Publishing professional journal articles and/or research on a topic directly related to education
- Presenting on a topic directly related to education at a state or national conference

- Presenting on a topic directly related to education during a district inservice
- Attending at a state or national conference directly related to education
- Attending pre-approved professional workshops, seminars, or local inservice activities
- Serving on a pre-approved district-level committee
- Serving on a building school improvement committee
- Supervising a student teacher

One unit of professional growth credit will generally be equivalent to twelve hours of personal time spent on an educational activity.

Failure to comply with the requirement shall result in the following action:

1. Those certified staff members who fail to meet the statutory requirements shall be frozen on the salary schedule for the seventh year of the cycle or the first year of non-compliance.
2. Those in non-compliance with the statutory requirements shall be notified by April 15th of the sixth year of the cycle that their contract will be amended for the following contract year to include a freeze in dollar amount.
3. Evidence of compliance with the statutory requirements by October 1st of the seventh year shall result in restoration of normal salary status.
4. Failure to complete the statutory requirements by March 15th of the seventh year shall result in notification of suspension without pay and a recommendation for termination of employment at the close of the contract year as specified under Nebraska Revised Statute 79-824

PROFESSIONAL DEVELOPMENT PROCEDURES

Professional development is an important part of keeping with current trends and practices to provide the best service and instructional quality for our students and community. With that, employees will be asked to participate in professional development activities on a regular basis.

Professional development opportunities may be initiated by teachers, building administrators, or district administration. In all cases professional development must support the goals and mission of the Ralston Public Schools. Prior to registering for a professional development activity get approval from your supervisor or administrator. Procedures for registering for professional development activities are outlined in Appendix B of this document.

DISCLOSURE OF STAFF QUALIFICATIONS

Parents/guardians may inquire about the professional qualifications of their child’s classroom teachers. The District designates the following information as “directory information” and will give parents/guardians such information upon request:

- Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or provisional teaching certificate.
- The baccalaureate degree major of the teacher, along with information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.

- Whether the parent/guardian’s child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who does not meet state or federal requirements.

ACADEMIC CONTENT STANDARDS, ASSESSMENTS, ACCOUNTABILITY

The instructional curriculum of the Ralston Public School District will reflect state-approved academic content standards and district-established academic content standards. The Board of Education adopts District academic content standards that are equal to or exceed in rigor, the measurable academic content standards adopted by the state board of education. These content standards describe the knowledge, skills, and processes that are taught, learned, and assessed.

The Board of Education shall direct the Superintendent to develop and implement a comprehensive student assessment system. The assessment system will be responsive to federal, state, and district requirements. It will reflect district identified academic content standards and state approved academic content standards. The comprehensive student assessment system shall be aligned with the instructional curriculum of the Ralston Public School District.

The Board of Education of the Ralston Public School District directs that the instructional curriculum shall be the taught curriculum.

The responsibility of the teachers is to teach the instructional curriculum using best practices that promote student learning. The responsibility of the principals shall be to monitor the taught curriculum through the use of the curriculum guide and learning plans as well as to evaluate teachers through the teacher evaluation process to ensure the instructional curriculum is the taught curriculum. The Superintendent and his/her designees shall ensure that principals monitor the implemented curriculum and evaluate teachers.

ASSESSMENT ADMINISTRATION AND SECURITY

The purpose of all testing and assessments is to measure students’ knowledge, skills or abilities in the area tested. All staff members are prohibited from engaging in any behavior that adversely affects the validity of test scores as a measure of student achievement. This policy applies to all national, state, and local assessments, including both standardized and general classroom assessments.

For more information, please see Ralston Board Policy 4048.

HEALTH AND SAFETY

USE OF TOBACCO PRODUCTS

The use or possession of any tobacco product, including the use of vapor products, alternative nicotine products, or any other such look-alike product, is not permitted on school property at any time.

BREAK TIME FOR NURSING MOTHERS

The district will provide reasonable break time for an employee who wishes to express breast milk for her nursing child in a place, other than a bathroom, which is shielded from view and free from intrusion from co-workers and the public for one year after the child's birth.

SUICIDE PREVENTION TRAINING

School nurses, teachers, counselors, school psychologists, administrators and school social workers are required to complete at least one hour of suicide awareness and prevention training per year. These employees must complete the on-line training provided by the Nebraska Department of Education no later than September 1 of each school year or within 30 days of their initial employment. Failure to complete this training shall constitute just cause for the termination or nonrenewal of an employee's contract.

Classified employees may also be asked to participate in the training process at the request of the Ralston Board of Education or the Superintendent.

DRUG AND ALCOHOL FREE WORKPLACE

It is vitally important to have a healthy workforce that is free from the effects of illegal drugs. The use or possession of unlawful drugs in the workplace has a very detrimental effect upon safety and morale of the affected employee, coworkers, and the public at large; and on productivity and the quality of work.

Federal law requires this school district, as a recipient of federal funds, to maintain a drug-free workplace. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the district's workplace is prohibited. The term "workplace" includes every location where district employees may be found during their working hours or while they are on duty, regardless of whether the location is within the geographic boundaries of the district. Any employee who violates this policy will be disciplined with measures up to and including discharge. The district may, in its sole discretion, require or allow an employee who violates this policy to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program.

The district shall provide every current employee with a copy of this policy, and shall provide each newly hired employee with a copy upon hiring. Every employee shall be required to signify receipt of a copy of the policy in writing. All district employees must abide by this policy, including those who are not directly engaged in the performance of work pursuant to a federal grant.

Within five days after a conviction, an employee must notify the head of the department in which he or she is assigned of any conviction of a criminal drug statute for a violation occurring in the workplace. The failure to report such a conviction will result in dismissal. If the employee convicted of such an offense is engaged in the performance of work pursuant to the provisions of a federal grant, the district shall notify the grant agency within 10 days of receiving notice of a conviction from the affected employee or of receiving actual notice of such a conviction.

An employee who is convicted of violating any criminal drug statute for conduct that occurred in the workplace will be subject to disciplinary action, including but not limited to suspension or discharge. The district may, in its sole discretion, require the employee to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program.

DRUG TESTING OF DRIVERS

Drivers for the school district must be free from drug and alcohol abuse, and the use of illegal drugs or improper use of alcohol is prohibited. The overall goal of drug and alcohol testing is to ensure a drug-free and alcohol-free transportation environment, and to reduce accidents, injuries and fatalities.

No driver shall: (1) report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater; (2) use alcohol while performing safety-sensitive functions; (3) perform safety-sensitive functions within four hours after using alcohol; or (4) refuse to submit to a pre-employment controlled substance, a post-accident alcohol or controlled substance test, a random alcohol or controlled substance test, a reasonable suspicion alcohol or controlled substance test, a return-to-duty alcohol or controlled substance test, or a follow-up alcohol or controlled substance test required under state or federal law or this policy. No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.

A driver shall not refuse to submit to testing. A driver will be considered to have refused to submit to testing if the driver fails to provide a sample or specimen necessary for testing upon a lawful request, consistent with the required testing protocols. The refusal to submit to the testing used by the district will be grounds for refusal to hire driver applicants and to terminate the employment of existing drivers.

Any driver who becomes unqualified on the basis of violation of the terms of this policy will be subject to disciplinary action that may include termination of the driver's employment, and shall include the immediate removal from safety-sensitive functions in compliance with federal law. No driver tested pursuant to this policy and the school district's drug testing program and procedures who is found to have an alcohol concentration of 0.02 or greater, but less than 0.04 shall perform or continue to perform safety-sensitive functions until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test.

Any applicant who tests positive for the presence of these illegal drugs is medically unqualified to drive and will not be considered for the position of driver: (1) marijuana, (2) cocaine, (3) opiates, (4) amphetamines, or (5) phencyclidine (PCP). Any district driver who tests positive shall be medically unqualified and removed from service immediately.

A driver who has been involved in a reportable accident must submit to drug and alcohol testing ~~within 24 hours~~ as soon as possible. A reportable accident includes any accident in which there is a fatality, a person is injured and must be treated away from the accident site, the driver receives a citation for a moving violation, or a vehicle is towed from the scene. The driver must notify the district immediately regarding any reportable accident.

If a driver is so seriously injured that he or she cannot submit to testing at or immediately after the time of the accident, the driver must provide the necessary authorization for the district to obtain hospital reports or other documents that would indicate whether there were controlled substances or alcohol in the driver's system.

All drivers will be subject to unannounced random testing for drugs and alcohol. The district or its agents will periodically select drivers at random for testing. A district official will notify a driver when his or her name has been selected and will instruct the driver to report immediately for testing. By its very nature, random selection may result in one driver being tested more than once in a 12-month period, while another driver may not be selected at all during the same 12 months.

For more information, please see Ralston Board Policy 4003.

WORKPLACE SEARCHES

To safeguard the property and interests of our students, employees, and patrons; to help prevent the possession, sale, and use of illegal drugs on school grounds, and in keeping with the spirit and intent of the district's drug-free workplace policy and other policies, the school district reserves the right to question employees and all other persons entering and leaving our premises, and to inspect any packages, parcels, purses, handbags, briefcases, lunch boxes, or any other possessions or articles carried to and from school when it has reasonable grounds to do so. The school also reserves the right to search any employee's office, desk, files, locker, or any other school owned property on school grounds. All offices, desks, files, lockers, and so forth, are school district property and are issued or provided for the use of employees only during their employment with the district. Inspections may be conducted at any time at the discretion of the administration. Employees who refuse to cooperate with this provision will be subject to disciplinary action up to and including discharge.

WEAPONS AND FIREARMS

Weapons: No student may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy. No visitor under the age of 18 may possess, handle, or transmit any weapon while on school grounds or at any school activity or event off school grounds except as permitted by this policy.

Definition of Weapon: The term "weapon" means any object, device, instrument, material, or substance which is capable of causing injury in the manner it is used or intended to be used.

Firearms: No person may bring, possess, handle or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy.

Definition of Firearm: The term "firearm, as defined in 18 U.S.C. 921, means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms: The prohibition against firearms does not apply to:

1. The issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this State, or Reserve Officers Training Corps or peace officers or other duly authorized law enforcement officers when on duty or training; or
2. Firearms that may lawfully be possessed by a person who is receiving instruction at the school under the immediate supervision of an adult instructor;
3. Firearms which may lawfully be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard;
4. Firearms contained within a private vehicle **operated by a nonstudent adult** that are not loaded **and** are encased or are in a locked firearm rack that is on a motor vehicle; or
5. A handgun carried as a concealed handgun by nonstudent adult who holds a valid permit issued under the Concealed Handgun Permit Act in a vehicle or on his or her person while riding in or on a vehicle into or onto any parking area, which is open to the public and used by the school if, prior to exiting the vehicle, the handgun is locked inside the glove box, trunk, or other compartment of the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area, except as prohibited by federal law.

Definition of Encased: The term “encased” means enclosed in a case that is expressly made for the purpose of containing a firearm and that is completely zipped, snapped, buckled, tied, or otherwise fastened with no part of the firearm exposed.

Exceptions for Students: The only exceptions for a student to bring or possess a weapon, including a firearm, are as follows:

1. The firearm or weapon has been brought to school grounds or to an activity or event off school grounds for some educational purpose;
2. The person bringing the firearm or weapon has requested and received the prior approval of both the instructor and the building principal to do so; and
3. All arrangements to use and store the firearm or weapon safely while it is on school premises have been agreed to and carried out.

Consequences – Firearm: Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

Consequences – Weapon: State law and this policy provide that any student who violates this policy by knowingly bringing, possessing, handling or transmitting a weapon, other than a firearm, on school grounds, in a school owned vehicle, or at a school activity or event off school grounds may be suspended on a long-term basis, mandatorily reassigned, or expelled for the remainder of the school year in which the expulsion takes effect (if the misconduct occurs during the first semester) or the remainder of the second semester, summer school, and the first semester of the following school year (if the misconduct occurs during the second semester).

Confiscation of Firearms: Administrative and teaching personnel are statutorily authorized, without a warrant, to confiscate any firearm possessed in violation of this policy. By statute, any firearm that is confiscated by school personnel shall be delivered to a peace officer as soon as practicable. Such firearms are subject to being destroyed by law enforcement authorities.

Report to Law Enforcement Authorities: All school personnel are required to report any violation of this policy to a principal or the superintendent of schools. Pursuant to state and federal law, school personnel are required to report to law enforcement authorities when a student brings a firearm or weapon to school.

NOTIFICATION OF ARREST, CRIMINAL CHARGES, LICENSURE OR CHILD ABUSE

Employees shall notify the Superintendent or designee by the next working day after the employee is (a) arrested; (b) ticketed; or (c) issued any form of criminal charge for committing an offense, crime, or infraction.

The above notification and reporting requirement herein apply if:

1. The maximum penalty for the crime equals or exceeds seven days incarceration;
2. The crime relates to abuse, neglect, or endangerment of a minor, or a minor was allegedly a victim or a witness;
3. The crime relates to misuse of drugs, alcohol, or controlled substances;
4. Job responsibilities are impacted including offenses that:
 - a. Would constitute a violation of NDE Standards of Conduct and Ethics, chapter 27; or
 - b. Would impact the employee's ability to operate a motor vehicle if the employee at times needs to travel during duty time or the employee at times drives students; or
 - c. Would impact the employee's Commercial Driver's License if the employee's job requires that the employee have a CDL.
5. The crime relates to alleged violence, force, coercion, or sexual misconduct;
6. The arrest or criminal activity occurs while the employee is on duty, or at a school attendance facility, on school property, at a school-supervised activity or school-sponsored function or in a school-owned or utilized vehicle.

Employees must also promptly report to the Superintendent or designee whenever the employee has been sentenced to be incarcerated for any period of time, even if the offense is not otherwise reportable. Employees must give full disclosure of the existence and nature of the above proceedings and shall also immediately notify the Superintendent or designee of the disposition of any such case or matter.

Employees shall also notify the Superintendent or designee by the next working day after the employee becomes aware that a complaint has been filed against the employee that could affect a certificate or license requirement for the employee's position. Employees shall also notify the Superintendent or designee by the next working day after the employee becomes aware that a report of child abuse or neglect has been made against the employee under the Child Protection Act.

Legal documents related to criminal charges, arrests, and child abuse complaints shall be treated and maintained as part of the employee's confidential criminal background file. Failure to notify the Superintendent or designee as required under this policy may subject the employee to disciplinary action, up to and including termination.

WORKPLACE SAFETY

It shall be the policy of the Ralston Public Schools to take every reasonable precaution for the safety of the students, employees, visitors and all others having business with this school district.

The district will provide a loss control program designed to prevent on-the-job injuries and illnesses. In addition, each building will design procedures to address school violence. With staff and parent involvement, each school principal shall be responsible for developing a building safety management plan. The plan shall be reviewed annually. Cooperation by all employees is expected in our effort to make our schools a safe place to work and learn.

REPORTING AN ACCIDENT

If an employee is involved in an accident at work, immediately or as soon as possible within 24 hours, they must complete an Employee Accident Form and report the accident to the immediate supervisor. This form is available from the building secretary. The supervisor will then complete an accident analysis form. Both forms must be sent to the Business Office.

In order to protect you and other employees, you must present a physician's statement releasing you to return to work following any injury or illness for which you received a doctor's care or that resulted in your absence for three or more consecutive scheduled working days. The doctor's release must state that you are released to return to work either: (a) without limitation; or (b) with limitations, listing them specifically.

THREAT REPORTING AND ASSESSMENT

~~All staff must report any threatening statements or behavior to a member of the administration.~~
All staff and students must report substantive threats to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS THAT REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

UNIVERSAL PRECAUTIONS

In general, a student or employee illness or injury will be dealt with by the school nurse or health paraprofessional. Because the need to help a sick or injured child may exist, training is required for all school employees. Because of the threat of infectious diseases, the following precautions must be followed for everyone's health & safety.

- Gloves should be worn when contact with any blood or bodily fluids are anticipated and should therefore be carried during playground duty, school activities, sports and field trips. They should also be worn for touching mucous membranes or broken skin (abrasions, etc.). Gloves should be changed after contact with each student. Hands should be washed immediately after removal of gloves.
- Disposable paper supplies and bandages should be used in the treatment and clean-up of any blood or bodily fluid.
- Disposable emergency mouth-to-mouth resuscitation masks should be used for such emergencies.
- Employees, who have an open lesion, wound, dermatitis, etc., should cover them with a dressing that will prevent contamination from other sources.
- Clean-up of blood and bodily fluids are dealt with primarily by the custodial staff. Again, precautions must be taken by all employees.
- Gloves must be worn for clean-up and disposal.
- Contain blood or bodily fluids with paper towels and use them to wipe up. Then place them in an individual plastic bag for disposal.
- Vomit must be covered with vomit absorbent first. (This is available from the custodians.) Follow the directions, then place the material in an individual plastic bag for disposal.
- Anything non-disposable (dust pans, brooms, etc.) must be sanitized. Cover them with a plastic bag until this can be done correctly.
- All plastic bags containing disposed material must be tied and disposed of in a lined trash receptacle.
- Soiled clothing should be removed immediately and placed in a plastic bag for laundering in hot water and detergent for 25 minutes. If cooler water is used, appropriate solutions must be used to inactivate the microorganisms.
- Both the injured party and the first aid responder must wash their hands or any exposed areas of the body immediately at the finish of clean-up and disposal. Should first aid to a fellow employee or visiting adult be required, the same precautions should be applied.

COMMUNICABLE DISEASES

The school district strives to provide a safe environment for both students and staff while safeguarding the rights of all students and employees, including those with communicable diseases.

Communicable diseases are defined by the Nebraska Department of Health and Human Services in Title 173 Nebraska Administrative Code, Chapter 1 and include HIV/AIDS, Hepatitis (A, B, and E), Measles, Mumps, and Tuberculosis.

A student who has been diagnosed with a communicable disease shall be provided with educational services in accordance with state law and board policy. Generally, individuals with a communicable disease will be restricted only to the extent necessary to prevent the transmission of the disease, to protect their health and rights of privacy, and to protect the health and safety of others. The decision regarding a student's education program and placement shall be made on an individual basis in light of current medical and educational information and recommendations. These will be determined by the superintendent, the student's Section 504 or Individualized

Education Program (IEP) team, or the district’s Crisis Team. In addition, participation in Nebraska School Athletic Association (NSSA) events will be subject to its rules and procedures, if any.

If medical judgment substantiates that an employee has a chronic communicable disease and that employee poses a significant health threat to students and/or other employees the employee may be placed on medical leave.

The superintendent is responsible for assuring that procedural safeguards are used when determining the employment status of employees with chronic communicable diseases.

In light of the unique challenges and circumstances posed by the outbreak of the novel coronavirus and the recent promulgation of expansive federal regulations, the rules and information provided in this handbook may be supplemented or amended by the school district’s administration at any time, consistent with applicable law and board policy. All staff members shall be provided notice of any such changes by the district’s regular means of contact.

HIPPA

The Health Insurance Portability and Accountability Act of 1996 protects certain health information. Prior to obtaining or releasing employees’ protected health information, employees may be requested to sign an authorization for the disclosure of health information. If protected health information is requested from a third party, the School District will ensure that protected health information is released only as allowed by federal and state law.

HIV/AIDS AND AIDS-RELATED CONDITIONS

Ralston Public Schools recognizes that Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), its related conditions such as AIDS Related Complex (ARC), and seropositive test results for HIV/AIDS and/or ARC, are the source of considerable concern and pose significant and delicate issues for all employees.

As a result of such recognition, we have established guidelines for handling issues that may arise when an employee is affected by these conditions.

Policy Statement: Ralston Public Schools is committed to maintaining a safe and healthy work environment for all employees. Consistent with this commitment, the Company will treat HIV/AIDS and/or ARC the same as other illnesses in terms of all our employee policies and benefits, such as group health and life insurance, disability leaves of absence, and other disability benefits.

Based on the overwhelming weight of available medical and scientific opinion, including statements from the Surgeon General of the United States, and the U.S. Public Health Service and Centers for Disease Control, there is no evidence that such diseases are casually transmitted in ordinary social or occupational settings or circumstances. Therefore, subject to changes in available medical information and/or specific conditions involving the potential for transmission

of these diseases, it is the policy of Ralston Public Schools that employees with such diseases or any of their related conditions may continue to work as long as they are able, with any reasonable accommodation required by law, to perform the essential functions of their positions. Employees who are affected by HIV/AIDS and/or ARC or any other life-threatening illness will be treated with compassion and understanding. Co-workers will be expected not to refuse to work or withhold their services for fear of contracting such diseases by working with such an affected employee and not to harass or otherwise discriminate against such a person.

Procedures: Recognizing the need for all employees to be able to be accurately informed about these diseases, Ralston Public Schools will make every effort to have information available regarding the facts about them, how they are transmitted and not transmitted, and how best to keep them from spreading. Employees who would like to be provided with this information should contact the Human Resources Department.

Employees affected by or concerned about HIV/AIDS and/or ARC or any of their related conditions are encouraged to contact their supervisor or Human Resources Department to discuss their concerns and to obtain additional information. Additional information can also be found on the Nebraska AIDS Project website at <http://www.nap.org>. All such communications will be treated by Ralston Public Schools with strict confidentiality.

AHERA NOTIFICATION

In the past, asbestos was used extensively in building materials because of its insulating, sound absorbing, and fire retarding capabilities. Virtually any building constructed before the late 1970s contained some asbestos. Intact and undisturbed asbestos materials generally do not pose a health risk. Asbestos materials, however, can become hazardous when, due to damage or deterioration over time, they release fibers. If the fibers are inhaled, they can lead to health problems, such as cancer and asbestosis.

In 1986, Congress passed the Asbestos Hazard Emergency Response Act (AHERA), which requires schools to be inspected to identify any asbestos containing building materials. Suspected asbestos-containing building materials were located, sampled (or assumed) and rated according to condition and potential hazard. Every three years, Ralston Public Schools has conducted a re-inspection to determine whether the condition of the known or assumed asbestos containing building materials (ACBM) has changed and to make recommendations on managing or removing the ACBM. At the last re-inspection conducted on January 22, 2013, all materials listed in the Management Plan as asbestos containing (or assumed to be asbestos-containing) were inspected and found to be in good condition.

The law further requires an asbestos management plan to be in place. Ralston Public Schools developed a plan, as required, which has been continually updated. The plan has several ongoing requirements: publish a notification on management plan availability and the status of asbestos activities; educate and train its employees about asbestos and how to deal with it; notify short-term or temporary workers on the locations of the asbestos containing building materials; post warning labels in routine maintenance areas where asbestos was previously identified or assumed; follow set plans and procedures designed to minimize the disturbance of asbestos containing building materials; and survey the condition of these materials every six months to assure that they remain in good condition.

The following buildings contain no asbestos-containing building materials; therefore, no operations and maintenance programs or future inspections are required: Ralston Middle School. During the past year, asbestos containing building materials have been removed, encapsulated, or enclosed in the following buildings: Mockingbird kitchen storage. During the next year, we plan to conduct the following asbestos related activities at the following school buildings: removal of kitchen storage room floor tile at Mockingbird Elementary.

It is the intention of Ralston Public Schools to comply with all federal and state regulations controlling asbestos and to take whatever steps are necessary to ensure students and employees a healthy and safe environment in which to learn and work. You are welcome to review a copy of the asbestos management plan in school district administrative office or administrative office of the school during regular business hours. Pat Flinn is our designed asbestos program coordinator, and all inquiries regarding the asbestos plan and asbestos-related issues should be directed to 402-898-3460.

SCHOOL CLOSING

During the winter months there are occasionally mornings when the decision is made to close school due to severe wind chills or driving conditions that make it unsafe for students who walk to school or are inexperienced drivers. On those days principals and specific personnel will report to check buildings and monitor if some students arrive at school so they can be returned home for safety reasons. All other personnel will not report. The Virginia Moon Administrative Center will be open from 9 a.m. to 3 p.m. on those days. A school closing protocol will be published annually to outline specifics surrounding this process.

When school is closed there will be no school-sponsored activities held without the permission of the superintendent or his/her designee.

TECHNOLOGY

USE OF TECHNOLOGY

The use of school-owned technology, including computers, whether stand-alone, as a part of a local area network, or as part of a wide area network such as the Internet, is a privilege, not a right. The following policies apply to any and all electronic devices (including personal devices) that are used on school property, whether or not the user is connected to a network.

All use of technology, whether personally owned or provided by the district, must be consistent with and driven by the educational objectives of the Ralston School District.

The following guidelines shall be observed by all staff members regarding the acceptable use of the district's Internet resources:

- Staff shall be restricted to use the Internet to conduct research for instructional purposes.
- Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents and patrons.

- Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.
- Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

The following behaviors represent unacceptable use of the district's Internet resources:

- Staff shall not access obscene or pornographic material.
- Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.
- Staff shall not use school computers or district Internet access to use peer-to-peer sharing systems such as BitTorrent, or participate in any activity which interferes with the staff member's ability to perform their assigned duties.
- The only political advocacy allowed by staff on school computers or district Internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.
- Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

To display or print sexually explicit images or documents on the district's systems is a direct violation of the district's Sexual Harassment policy. In addition, sexually explicit material may not be archived, stored, distributed, edited, or recorded using our network or computing resources. The exception to this would be documents/files needed to be archived for legal reasons.

The distribution or sharing of confidential information related to the faculty, staff, or students of the Ralston Public Schools is expressly prohibited. Even when physically able to do so, users will not access any information other than which they are specifically authorized to and which is necessary for the performance of their assigned duties. The district's information may not be utilized for the benefit of any other person or organization.

No employee may use the district's Internet, Intranet, or e-mail facilities to deliberately propagate any virus, worm, Trojan horse, or trap-door program code. Likewise, no employee may use the district's Internet or e-mail facilities to knowingly disable or overload any computer system or network, or to circumvent any system intended to protect the privacy or security of another user. Local law enforcement officials will be contacted in the event of theft and/or intentional damage to district's equipment or network systems.

While on district property, the use of technology shall not be permitted for personal reasons or for purposes that are contrary to the goals and objectives of the Ralston Public Schools, unless deemed incidental, intermittent, or occasional. The district administration shall have sole and absolute discretion to determine what personal use may be permitted as incidental, intermittent, or occasional. The Ralston Public Schools shall not be held liable for any loss (including, but not limited to, financial loss, identity theft, or loss of information) an employee may experience while conducting personal business on school property or with equipment owned by the district.

Any district-owned electronic devices are subject to service at any time, which may result in the loss of data. The district will not be responsible for any damage a user may suffer, including loss of data.

The Ralston School District makes no warranties of any kind, whether express or implied, for the technological services it provides. The Ralston School District will not be responsible for any liability or expense the user may incur in connection with the use of District technology. The user agrees to indemnify (hold harmless) the Ralston School District for any expenses, including attorney's fees, arising out of the use of District technology in violation of this agreement.

The Ralston Public Schools Internet facilities, computing resources, e-mail and voice mail must not be used to knowingly violate the laws and regulations of the United States or any other nation, or the laws and regulations of any state, city, province, or other local jurisdiction in any way.

Any violation of school policy and rules regarding the use of the district's computer and/or Internet resources may result in:

- Discharge from employment or such other discipline as the administration and/or the board deem appropriate.
- The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member.
- When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

The Ralston Public Schools will comply with reasonable requests from law enforcement and regulatory agencies for logs, diaries, and archives on individuals' Internet, e-mail, and voice mail activities. In addition, the Ralston Public Schools may divulge any information found during monitoring to any party it deems appropriate.

TECHNOLOGY IN THE CLASSROOM

The district desires to use technology in a way that aids in the education of students. It is the goal of the district to embrace the helpful elements of technological advancement while remaining mindful of potential student privacy issues.

Teachers who wish to bring a device into the classroom should inform the principal before deploying the device. The building principal may, at his or her discretion, prohibit the use of such devices or otherwise limit their use. The building principal may, at any time, direct that a teacher discontinue use of a given device.

Smart speakers, such as Google Home, Amazon Echo, Apple HomePod, and similar devices, may be approved for use in the classroom. The device must be registered to an account linked to the classroom teacher's school e-mail address.

Any assistive technology, such as an AngelSense device, that actively or passively create or transmit audio or video recordings must have that function disabled while the student uses the device in a district classroom, unless required by law. No assistive technology devices will be permitted to record or transmit the classroom activity of other students unless required by law.

For more information, please see Board Policy 3050.

OFF-DUTY PERSONAL USE OF TECHNOLOGY

School employees may use the internet, school computers, and other school technology while not on duty for personal use as long as such use is (1) consistent with other district policies, (2) consistent with the provisions of Title 92, Nebraska Administrative Code, Chapter 27 (Nebraska Department of Education “Rule 27”), and (3) is reported as compensation in accordance with the Internal Revenue Code of 1986, as amended, and taxes, if any, are paid. All of the provisions of Rule 27 will apply to non-certificated staff for the purposes of this policy. In addition, employees may not use the school’s Internet, computers, or other technology to access obscene or pornographic material, sext, or engage in any illegal activities.

SCHOOL AFFILIATED WEBSITES

Staff must obtain the permission of the administration prior to creating or publishing any school-affiliated webpage that represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any website which identifies the school district by name or which uses the school’s mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated web pages and must only publish content appropriate for the school setting. Staff must also comply with all board policies in their school-affiliated websites and must comply with the board’s policy on professional boundaries between staff and students at all times and in all contexts.

Publication of student work or personally-identifiable student information on the Internet may violate the Federal Education Records Privacy Act. Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information on the Internet.

SCHOOL AFFILIATED SOCIAL MEDIA

Any social media account which purports to be “the official” account of the school district (e.g., “Ralston Football”), or any of its programs, classes or entities will be considered to be an account that is used exclusively for the school district’s business purpose. Staff members may not use “official” accounts for personal use.

Staff may be required to provide their supervising administrator with the username and password to school-affiliated social media accounts. Staff may also be required to interact with specified individuals on school-affiliated social media accounts.

When staff use school-affiliated social media accounts to comment on school-related matters, they do not do so as private citizens and are therefore not entitled to First Amendment protections.

Staff must comply with all board policies, contract provisions, and applicable rules of professional conduct in their social media usage. They must comply with the board’s policy on professional boundaries between staff and students at all times and in both physical and digital environments.

Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information in order to make sure that the publication does not violate the Federal Education Records Privacy Act or any other laws. Staff must also comply with all applicable state and federal record retention requirements, even with regard to personal social media usage.

Staff must comply with all applicable laws prohibiting the use or disclosure of impermissible content, such as copyright laws, accountability and disclosure laws, and any other law governing the use of resources of a political subdivision. Questions about appropriate content should be referred to the staff member's supervising administrator.

The following is a list of unacceptable uses of social media which constitute a basis for disciplinary action up to and including termination of employment:

- Staff shall not access obscene or pornographic material while at school, on school-owned device or on school-affiliated social media accounts.
- Staff shall not engage in any illegal activities, including the downloading and reproduction of copyrighted materials.
- Staff shall not access social media networking sites such as Facebook, Twitter, and Instagram on school-owned devices or during school time unless such access is for an educational activity which has been preapproved by the staff member's immediate supervisor. This prohibition extends to using chat rooms, message boards, or instant messaging in social media applications and includes posting on social networking sites using personal electronic devices.

For more information, please see Board Policy 4051.

MONITORING / NO EXPECTATION OF PRIVACY

Access to the District's network, email, voice mail, and Internet/Intranet resources are given to employees to assist them in the performance of their work. The district owns the computer system and monitors e-mail and Internet communications, Internet usage, and patterns of Internet usage. Staff members have no right of privacy in any electronic communications or files, which are stored or accessed on or using school property and these are subject to search and inspection at any time.

Although Ralston Public Schools does not routinely monitor employee use of computers, Internet, e-mail or voice mail, it reserves the right to do so at any time at its discretion.

The use of encryption or passwords, the labeling of an email or document as private or personal, the deletion of an email or document, or any other such process or action shall not diminish the District's rights in any manner.

Ralston Public Schools will comply with reasonable requests from law enforcement and regulatory agencies for logs, diaries and archives on individuals' Internet, email and voice mail activities. In addition, Ralston Public Schools may divulge any information found during monitoring to any party it deems appropriate.

COMMUNICATION / ACCESSING INFORMATION

Communication is vital to having an informed and efficient organization that is responsive to the needs of students and the community. All employees are expected to regularly read their printed and electronic communication. It is expected that employees reply promptly to mail, e-mail, and other communication requests by parents, community members, students, other teachers, and administration.

Employees who are interested in communicating electronically with more than half of the staff members at a building site, for reasons that are not related to the normal, day-to-day operations of the school, must first receive the permission of the principal or the employee's immediate supervisor. Likewise, employees who are interested in communicating electronically with staff members at the district level, for reasons that are not related to the normal, day-to-day operations of the district, must first receive the permission of a district administrator. In all cases, the information being communicated must advance the educational objectives of the Ralston Public Schools and may not interfere with the learning environment, be harmful to our image, inconsistent with the expectations of our employees, or otherwise adversely affect our legitimate business interests. Employees who attempt to circumvent and/or violate this policy may be subject to disciplinary actions up to and including termination of employment.

CELL PHONE/ELECTRONIC DEVICE USE

Ralston Public Schools recognizes that employees will need to use cell phones and other electronic devices occasionally. However, the District prohibits excessive use of such devices during working hours.

DISTRICT CELL PHONES

The District will provide identified employees with a cell phone. Approved employees will be able to choose from an identified list of cell phones that the district will provide. The monthly service charge will be paid by the district based upon the negotiated agreement with the cell phone service provider. Approved employees wishing to hold their own cell phone contract will be reimbursed a \$50.00 monthly stipend and a \$100.00 equipment stipend every two years. If an approved employee holds their own cell phone contract and is paid a stipend they must supply their phone number to RPS so they can be contacted. All approved employees will have to sign a cell phone user agreement before being supplied with a district provided cell phone.

ELECTRONIC COMMUNICATION WHILE DRIVING

Except as provided below, school personnel shall not use any electronic communication device to read a written communication, manually type a written communication, send a written communication, verbally communicate with others, or otherwise communicate with others while operating a school vehicle or while using a school-issued electronic communication device while operating a private vehicle. This prohibition includes but is not limited to answering or making telephone calls, engaging in telephone conversations, and reading or responding to e-mails, instant messages, or text messages.

The Superintendent or building principal may grant exceptions and allow verbal communication on an as needed basis for specific district-related worked based upon employees' duties and responsibilities.

POLICIES REGARDING STUDENTS

STUDENT SAFETY

Teachers shall make every reasonable effort to protect students from conditions that interfere with the learning process or are harmful to the health and/or safety of others.

Physical restraint of a student may sometimes be necessary to protect the student and/or other individuals. Physical restraint will be used with extreme caution and only in emergency situations where there is a risk of injury to someone if physical restraint is not used, and only after other less intrusive alternatives have failed or been deemed inappropriate. Staff members may physically restrain a student without advance notice to the building administrator when a student's behavior poses a threat of imminent, serious, physical harm to self and/or others.

The Ralston School District's emphasis is on prevention and behavioral de-escalation that reduces the risk of injury. The emphasis is always on the care, safety, and welfare of our students. The primary technique that should be utilized by staff members is verbal de-escalation. Physical restraint may only be used when non-physical interventions would not be effective, and/or the student's behavior poses a threat of imminent, serious, physical harm to self and/or others.

STUDENT DISCIPLINE

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in this policy and the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, **referral to restorative justice practices or services**, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. Disciplinary consequences may also include in-school suspension, Saturday School, and any other consequence authorized by law. District administrators may develop building-specific protocols for the imposition of student discipline. ~~Further, students who qualify for special education services may have other procedures that apply as required by state and federal law.~~

For more information, please see Ralston Board Policy 5035.

STUDENT BULLYING

Nebraska statute defines bullying as “an ongoing pattern of physical, verbal or electronic abuse”. The Centers for Disease Control and Prevention defines bullying as “any unwanted, aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple time or is highly likely to be repeated”. The school district’s administrators will consider these definitions when determine whether any specific situation constitutes bullying. These definitions include both in-person and cyberbullying behaviors.

School district staff will investigate allegations of bullying using the same practices and procedures that the district observes for student disciplinary matters. In no circumstance will school district staff be deliberately indifferent to allegations of bullying.

EMERGENCY EXCLUSION

Any student may be excluded from school in the following circumstances subject to the procedural provisions governing short-term suspension found elsewhere in these policies or state law:

- (a) If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
- (b) If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers that prompted the exclusion.

For more information, please see Ralston Board Policy 6031.

CORPORAL PUNISHMENT

Corporal punishment, defined as the infliction of bodily pain as a penalty for disapproved behavior, is **strictly** prohibited. Some physical contact is inevitable. Therefore, physical contact, short of corporal punishment, is acceptable to promote personal interaction with students, to maintain order and control, and to protect persons and property.

SUSPECTED CHILD ABUSE/NEGLECT

Because of their daily contact with school-age children, educators and other school employees are in a unique position to identify abused and/or neglected children. Educators are required by law to report any known child abuse or neglect. Nebraska law defines child abuse or neglect as knowingly, intentionally, or negligently causing or permitting a minor child to be (1) placed in a situation that endangers his or her life or physical or mental health; (2) cruelly confined or cruelly punished; (3) deprived of necessary food, clothing, shelter or care; (4) left unattended in a motor vehicle, if such child is six years of age or younger; (5) sexually abused; or (6) sexually

exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Any school employee who has reasonable cause to believe that a child has been abused or neglected must report the suspicion to the building principal immediately.

The principal and the school nurse and/or the school guidance counselor or school psychologist shall, whenever possible, investigate the concern immediately within 24 hours of receiving the initial report. The school staff shall endeavor to conduct this investigation in a manner that does not interfere with any current or future investigation by law enforcement. When the principal determines that a report should be made, he or she shall make a report to the office of social services or law enforcement. The principal shall inform the employee(s) who made the initial report whether he or she has made a report to the office of social services or law enforcement. If no such report has been made but is deemed appropriate, the employee(s) shall file such a report if he, she or they have reasonable cause to believe that a child has been abused or neglected in conjunction with the building principal, school counselor or school psychologist.

The building principal, school counselor, or school psychologist must complete the necessary paperwork and keep it on file. Any doubt or question in reporting such cases shall be resolved in the favor of reporting the suspected abuse or neglect. Consultation between the administrator and school employee is encouraged; keeping in mind that prompt reporting is essential.

The report to authorities shall contain the following information to the extent it is available: (1) name and position of reporting person; (2) name, address, and age of abused or neglected person; (3) address of the person or persons having custody of the abused or neglected person; (4) the nature and extent of the abuse or neglect, or the conditions and circumstances which would reasonably result in such abuse or neglect; and (5) any other information that may be useful in establishing the identity of the persons involved and cause of the abuse or neglect.

Nebraska statutes give legal immunity from any civil or criminal liability to any person who makes a good faith report of child abuse or neglect or participates in a judicial proceeding resulting from such a report.

For more information, please see Ralston Board Policy 4054.

STUDENT INTERVIEWS

Employees shall refer any police officer, child protective service worker, or other similar individual seeking to speak to or interview a student to an administrator.

STUDENT SEARCHES

Certified and classified staff members may not search students or their belongings. If a staff member suspects that a student is in possession of contraband, he/she should immediately contact a member of the administration and supervise the student until the administrator arrives. Students who are suspected of having an item in violation of school rules may be directed to wait with a staff member.

ELECTRONIC COMMUNICATION WITH STUDENTS

All forms of electronic communication with students including, but not limited to, the use of e-mail, text messaging, instant messaging, and social media must advance the educational goals and objectives of the Ralston Public Schools.

STUDENT CONFIDENTIALITY

Any student records, including reports of illness, abuse and neglect are strictly confidential. Student privacy will be rigidly protected by all employees of the district. Failure to do so will result in disciplinary action, up to and including termination.

The school district provides students with a certificated school guidance counselor. Information that students provide to counselors and/or school psychologists is confidential but not legally privileged. The counselor and/or school psychologist will attempt to respect the privacy of student disclosures, but will share all relevant information with other education professionals as appropriate or as directed. The counselor and/or school psychologist will also contact parents and law enforcement officials as appropriate.

Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings and other documents, are to be considered professional information for use in counseling, not part of the student's education record.

When a counselor and/or school psychologist is in doubt about what information to release, he or she should discuss the matter with the building principal or with the superintendent.

CRISIS ASSISTANCE

The school district will use a Crisis Response Team (CRT) to plan and coordinate efforts to deal with an emergency that involves the school, staff, and students. The primary concern will be the safety and welfare of students and staff, followed by the protection and salvaging of property.

During a crisis, school will be conducted in as normal and routine a manner as possible. To help provide students and staff with the services to cope with an emergency, the CRT may call upon patrons and school and community professionals who are skilled in providing counseling. A careful balance must be maintained between the right of the public to information and the rights of the student and staff to privacy and normalcy. All crisis information will remain confidential unless decided otherwise by the general coordinator. The general coordinator will be responsible for dealing with the media and providing information to the public.

For more information, please see Ralston Board Policy 4036.

SUMMARY

This handbook is a general guide to the operations of the school district. More information and specific details on matters covered here are provided in negotiated agreements, Board of Education policies and building handbooks. Questions that are not addressed in this handbook may be answered by contacting a supervisor, the Human Resources Office or another appropriate office. All employees are wished the best as they work with their colleagues to provide quality education for the students of Ralston.

EMPLOYEE ACKNOWLEDGEMENT PAGE

This is to certify that I have read this employee handbook and I am familiar with its contents. I understand that it is not a binding contract but a set of guidelines for the implementation of personnel policies. I understand that by signing this acknowledgement, I agree to abide by the policies and procedures set forth by the Ralston Public Schools.

Employee Signature

Employee Name (Printed)

Date

APPENDIX A

Ralston Public Schools District Reimbursement Guidelines

Receipts:

If an expense item is to be reimbursed by Ralston Public Schools, there must be a receipt attached validating the expense. The receipt must include the following:

1. Name of business where purchase was made or service was performed. (Some business receipts do not include the business name. Please write the name on the receipt.)
2. Date of service
3. Detail of items/service purchased
4. If expense is for a meal or food, please include the name of the meeting and the names of the individuals who attended or ate the meals claimed for reimbursement.
5. If needed receipts may be attached to a plain piece of paper to include all pertinent information.

The following types of receipts are NOT acceptable:

1. Summary credit card slip showing only the total charge
2. Cancelled check
3. Credit card statement with the expense circled

Bottom Line: If you do not have an acceptable receipt for expense reimbursement the district may not be able to reimburse for that expense item.

Mileage:

Mileage will be reimbursed at the standard IRS mileage allowance. The IRS updates the rate annually. The District publishes a mileage reimbursement form that is to be used for mileage reimbursement. This document can be found in the essential documents section on Google drive, or on the Ralston Forms website. Please remember to check on the availability of the Ralston Public Schools vehicles for trips in which several staff members will be attending. When available, the district vehicles must be used for travel. Mileage will only be reimbursed from your place of work to the activity location identified and back. Mileage will not be paid from your home or residence.

Rental Cars:

Rental cars are not reimbursed to the employee unless the following conditions exist:

1. Prior approval from the Assistant Superintendent for Business AND one or more of the following conditions exist:
2. The cost of the cab fare or shuttle, to **or** from the airport, is more than the daily rate plus incidentals, such as fuel and parking, to rent the car.
3. The hotel where the employee is staying is not within walking distance to the conference and the hotel does not offer shuttle service to the conference.
4. The rental is less expensive than a flight for several persons attending an event and is within a reasonable driving distance.

Purchasing Items:

We are a tax-exempt organization. As a result, we are not required to pay sales tax on purchases. Because of this, purchasing items on a personal basis and asking for reimbursement is discouraged. An employee who elects to purchase an item on their own may seek reimbursement for the item, but will not receive reimbursement for any sales tax paid. The district does recognize that at times cost savings may be realized by purchasing items on a personal basis. If this becomes necessary, advanced permission from your supervisor is required prior to purchasing items that you wish to be considered for reimbursement. When asking for reimbursement on such purchases please use the receipts portion of this document to guide the reimbursement submittal. *NO PERSONAL ITEMS ARE TO BE PURCHASED USING OUR TAX EXEMPTION. PLEASE RING UP PERSONAL ITEMS SEPARATELY!*

Expenses that will not be reimbursed:

1. **Alcoholic Beverages** will NOT be reimbursed.
2. **Entertainment** such as movies, etc.
3. **Laundry fees**
4. **Personal maintenance items**
5. **Tips for services** such as housekeeping, bellman, etc. Tips for cab fare, shuttles, and meals will be reimbursed but are limited to 20% of the charges.
6. **Cab fares, shuttle costs, etc.** for employee's personal travel such as sightseeing, shopping, etc. Restaurants for dining out should be selected close to the hotel to keep transportation costs to a minimum.

Meals:

When traveling away from Ralston and it is necessary to have a meal while on duty it is expected that care is used in selection an appropriate price level restaurant. Exact per diem amounts have not been set so care and good judgment should be used in keeping costs appropriate. It is also expected that detailed documentation and receipts are kept to insure reimbursement. Meal reimbursement is for RPS staff members only unless the event is hosted by the Ralston Public Schools and you are doing the business of the Ralston Public Schools.

District Cell Phones:

The district will provide identified employees with a cell phone. Approved employees will be able to choose from an identified list of cell phones that the district will provide. The monthly service charge will be paid by the district based upon the negotiated agreement with the cell phone service provider. Approved employees wishing to hold their own cell phone contract will be reimbursed a \$50.00 monthly stipend and a \$100.00 equipment stipend every two years. If an approved employee holds their own cell phone contract and is paid a stipend they must supply their phone number to RPS so they can be contacted. All approved employees will have to sign a cell phone user agreement before being supplied with a district provided cell phone.

Charging on District Accounts:

At no time shall any employee charge items to a revolving account registered to the Ralston Public Schools unless advanced permission has been granted by a supervisor or school administrator. Charging any items for personal business on school district revolving accounts is strictly prohibited.

APPENDIX B

**Ralston Public Schools
District Professional Development Guidelines**

Requesting Professional Development:

1. Teachers: Please get approval from building administrator.
2. Building Administrator: Please align requests with goals and mission and identify appropriate funding prior to making arrangements.
3. District Administrator: Please align requests with goals and mission and identify appropriate funding prior to making arrangements. Communication with building principals is also essential prior to making arrangements.

Professional Development Requests from Buildings/Teachers:

Professional development requests that originate from building principals or teachers must be arranged and organized at the building level. Steps that are required for appropriate planning are:

1. Identify if the professional development meets the District/Building goals and mission
2. Identify appropriate funding in advance
3. Complete any required registration process
4. Organize any needed transportation or lodging arrangements
5. Schedule substitute teachers as needed
6. Submit costs, reimbursement, and expenses for payment as needed to the Business Office
7. Prior to the event check that all details are covered

Professional Development Requests from District Administration:

Professional development requests that originate from Central Office or District administration must be arranged and organized at the Central Office level. Steps that are required for appropriate planning are:

1. Identify if the professional development meets the District/Building goals and mission
2. Identify appropriate funding in advance
3. Communicate with building principals and teachers about the training opportunity
4. Complete any required registration process
5. Organize any needed transportation or lodging arrangements
6. Schedule substitute teachers as needed
7. Submit costs, reimbursement, and expenses for payment as needed to the Business Office
8. Communicate to all stakeholders details of arrangements and expectations
9. Prior to the event check that all details are covered

Requests for Payment:

Any requests for payment that would accompany reservations or registrations should be submitted well in advance of the deadline (at least 3 business days) to the Business Office so that a check can be mailed. In all cases detailed documentation should accompany requests so that accurate records may be kept and registrations and reservations are made in a timely manner.

APPENDIX C

CODE OF ETHICS

**TEACHING
PROFESSION**

STATE OF NEBRASKA

STANDARDS OF PROFESSIONAL PRACTICES

Introduction

It is the responsibility of the Commission to provide advice and counsel to the State Board of Education in developing standards of professional practices in areas including, but not limited to, (1) ethical and professional performance, (2) competency, (3) continuance in professional service, and (4) contractual obligations.

Standards applicable to professional practices have been adopted by the Nebraska State Board of Education. The Code of Ethics, Standards for Continuance in Professional Service, and Contractual Obligations are presented in this pamphlet. The Commission shall adhere to these standards in making recommendations of whatever nature in accordance with its statutory authority.

The State Board of Education shall request the Commission or a special committee of members thereof to hold hearings and make recommendations to the State Board of Education concerning alleged violations of standards of professional ethics and practices by holders of public school certificates. Each educator can be aided by this publication in developing and continuing the use of professional practices that are in the best interest of the students, the profession, and the public.

CODE OF ETHICS

Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence, and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this chapter.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are,

therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-868 R.R.S. for holders of public school certificates.

If the certificate holder is employed in a nonpublic school, that context shall be taken into account in the application of these standards.

Principle I - Commitment as a Professional Educator

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
5. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
8. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
9. Shall report to the Commissioner any known violation of Principle I, number 7; Principle III, number 5; or Principle IV, number 2.
10. Shall seek no reprisal against any individual who has reported a violation of this chapter.

Principle II - Commitment to the Student

Mindful that a profession exists for the purpose of serving the best interest of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
3. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
4. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
5. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
6. Shall not tutor for remuneration students assigned to his or her classes, unless approved by the local board of education.
7. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public

The magnitude of responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

1. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair professional judgment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, or commit any felony under the laws of the United States or any state or territory.
6. Shall with reasonable diligence, attend to the duties of his or her professional position.

Principle IV - Commitment to the Profession

In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

1. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
2. Shall not misrepresent his or her professional qualifications, or those of colleagues.
3. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

Principle V - Commitment to Professional Employment Practices

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
5. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
6. Shall permit no commercial or personal exploitation of his or her professional position.
7. Shall use time on duty and leave time for the purpose for which intended.

STANDARDS FOR CONTRACTUAL OBLIGATIONS FOR ALL CERTIFICATE HOLDERS

Members of the teaching profession shall adhere fully to the terms of a contract or appointment.

Summary

Teaching in the public schools of Nebraska and related administrative and supervisory services are recognized as a profession by the Legislature.

In recognition of the professional status of educators, the Governor is authorized to appoint a Professional Practices Commission representative of elementary and secondary teachers, administrators, and higher education. The goal of the Commission is to develop, promote and enforce standards of professionalism for Nebraska educators.

APPENDIX D

Supplemental policies and procedures for Sign Language Interpreters

Code of professional conduct:

The Code of Professional Conduct for the Suburban Schools' Program is based on the Code of Professional Conduct of the Registry of Interpreters for the Deaf (RID) with the perspective of an educational setting. The RID Code of Professional Conduct referenced is in parenthesis following each principle.

1. The EI/T shall be dedicated to providing competent interpreting services in a manner befitting a professional. (RID tenet 2)
 - 1.1. Professional appearance: EI/Ts must always keep in mind their role to facilitate communication and their responsibilities as visual representatives of the consumers involved in any given interpreting assignment. EI/Ts should dress in a manner that will be as unobtrusive as possible and assure the best background for signing. Avoid highly visible jewelry, excessive makeup and other characteristics of physical appearance that are distracting.
 - 1.2. Personal Qualities: The EI/T must be dependable, responsible and reliable at all times. The EI/T must use tact when interacting with others, remaining diplomatic and perceptive. The EI/T must maintain an acceptable demeanor, exhibiting self-confidence and self-control.
2. The EI/T judiciously safeguards assignment-related information of a confidential nature. The obligation to protect confidences does not prevent an educational interpreter from revealing information to his/her employer or member of the IEP professional team for record keeping, program management and supervision. (RID tenet 1)
3. The EI/T provides parents and other members of the educational team on the student's use of interpreting service when requested. The EI/T will redirect parents and other team members to the deaf educator/resource teacher for parental/team member questions that are not related to the student's use of an interpreter within the educational setting. (RID tenets 1, 2, 3, and 4)
4. The EI/T and deaf educator/resource teacher shall provide information when necessary, to educate the consumers about the role and appropriate use of the interpreter. (RID tenets 2 and 3)
5. The EI/T conveys the content, spirit and affect of the speaker using the language system approved by the educational team. (RID tenet 2)
6. The EI/T will not counsel nor interject personal opinion during interpretations/transliterations. (RID tenet 3)
7. The EI/T will maintain an appropriate adult-student relationship with all children/students (deaf and hearing). This is the ability to maintain "Professional Distance" or professional boundaries. (RID tenet 3)

Registry of Interpreters for the Deaf (RID) Code of Professional Conduct

The Registry of Interpreters for the Deaf, Inc. has set forth the following principles of ethical behavior to protect and guide interpreters and transliterators and hearing and deaf consumers. Underlying these principles is the desire to insure for all the right to communicate.

This Code of Professional Conduct applies to all members of the Registry of Interpreters for the Deaf, Inc. and to all certified non-members.

Tenets (updated 2008)

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

Educational Interpreter Roles and Responsibilities

1. The IEP team, not an individual EI/T, has the responsibility to determine any alternative modes of communication to be used in order to meet the needs of an individual student.
2. The EI/T will use an English-based system such as Signing Exact English System during subjects such as Reading, Writing, or English where the focus is learning to read and/or write English.
3. The EI/T will interpret any and all information presented in a classroom situation: formal instruction, individual instruction, informal social interaction between peers and conversation in classroom when appropriate.
4. The EI/T will voice interpret and relay information to non-signers.
5. The EI/T will rephrase information or simplify to aid understanding without providing the student with answers. If time does not permit during class time, the EI/T will inform the resource or deaf education teacher that extra help is needed and be willing to tutor if requested.
6. The EI/T will interpret at school functions during the school day.
7. The EI/T will tutor students when requested by deaf educators.
8. The EI/T will use any preparation time to prepare for future classes. It is the responsibility of the EI/T to know the assignments in advance so that any unknown vocabulary can be learned prior to class.
9. The EI/T will notify the deaf education teacher of tests, reviews, special assignments and any other concerns that impact the student's performance.
10. The EI/T will remain in the assigned classroom until the end of the class period, even when the student is doing independent seatwork. S/he should be available to interpret at all times.
11. Clarify routine points for the student, but do not assume the teacher's role. Repeat the interpretation of instruction only when it is needed, not routinely.
12. The EI/T will make sure students understand his/her interpreting, requesting feedback from the student as age or maturity allows. The EI/T will help the student develop his/her ability to provide appropriate feedback as a consumer of the service.
13. The EI/T will interpret all information presented in the class. Do not make indiscriminate decisions to leave out some class information.
14. The EI/T will use fingerspelling to convey key vocabulary, as method to emphasize a word/concept, and as a sign; do not invent signs without prior discussion with the student. The fingerspelling presentation must contain ***all*** the letters of the word and be presented at a rate at which the student can receptively comprehend the word. EI/TVs need to be aware of the students' challenges with which they work. Some students may be poor spellers or have memory problems; therefore reading a word sign may be more

meaningful, faster, and provide a clearer message for students to key into than fingerspelling.

15. The EI/T will obtain information on the day's goals, tests, review, projects, extra credit work, special assignments, etc. for the deaf educator. Students are also responsible for all afore stated information.
16. The EI/T will refer any questions from parents regarding their child to the appropriate teacher(s). The EI/T **will not** discuss student's performance.
17. The EI/T will request to review student folders of those individuals for whom the EI/T will provide service. This review will help better prepare the EI/T to meet the language and learning demands of the students. This information may also be acquired from the deaf education teacher or the student's IEP case manager. All information learned during the review or conversation should be kept strictly confidential.
18. The EI/T will complete a sub folder. This folder should be prepared within the first week of school and be updated accordingly. These folders will be housed in the interpreter's desk/office or in the deaf education room. Sub folders should contain the following information and need to be kept up to date with schedule changes and appropriate forms:
 - Opening letter from director
 - Schedules
 - Positioning information
 - Equipment needs of students such as Alpha Smart, FM
 - Communication mode and other special information
 - Building map with key rooms/locations highlighted
 - Substitute Interpreter Time Sheet
 - Sub notes (use form appropriate for the grade level and class schedule)

Educational Interpreter Attendance

In order to ensure consistency and to maximize progress of the students who are deaf or hard of hearing, it is crucial for the EI/T to be at work. Punctuality is essential. If an absence from work is necessary, follow these guidelines.

1. All EI/TVs must call the designated interpreter or program director at 402-496-1419 (morning) or 402-339-2090 (during school hours) to report an absence.
 - a. Must call between 6:00 am-7:15 am – **DO NOT** send a text message and **DO NOT** leave a message
 - b. Also leave a message with Diane Meyer at 402-339-2090 or notify Diane via e-mail: diane_meyer@ralstonschools.org
2. The ill/absent EI/T will contact their assigned building also.

If you are at school and become ill:

 - a. You must notify the building's deaf education teacher.
 - b. You must contact the designated interpreter/program director at 402-339-2090
 - c. Also leave a message with Diane Meyer at 402-339-2090 or notify Diane via e-mail: diane_meyer@ralstonschools.org
3. The EI/T will document the beginning and end of their workday through the electronic time card system as required by Ralston Public Schools.

Extra-Curricular Activities

Suburban Schools' Program offers many opportunities for extra-duty pay to interpreters. Extra-curricular activities include: sports, meetings, clubs, Open house, National Honor Society, parent conferences, etc. EI/T duty time is seven and one-half hours of which 30 minutes is a paid lunch, an additional benefit. Any activity outside of assigned duty time is considered extra-curricular and is done for extra pay. Overtime pay (time and one half) begins after you reach 40 hours in one week. The 40 hours does not include the paid lunch benefit but does include negotiated leaves.

The amount of time interpreted must be rounded to the nearest quarter hour. For example, if an activity runs ten minutes, the EI/T is to charge for fifteen. If the activity runs for 25 minutes, the EI/T is to charge for thirty minutes.

Please sign-up if you are interested in covering extra-curricular activities. The activities are posted via email to all the EI/T staff. Job assignments are based on order of interest. Any individual accepting an activity must locate his/her own substitute for the activity in the event of illness. Recurrent activities such as sport practices may be split between interpreters.

Mileage can be claimed for extra-curricular activities under certain circumstances. The mileage form can be found in Ralston's Cloud. See the section on mileage included in the forms section for details on completing the document. Conditions for mileage reimbursement for Extra-curricular activities:

- Mileage cannot be claimed for driving back to school for a club, sport, or evening activity (i.e. open house, parent-teacher conferences, etc.) in which you will be paid for your time. Example: drama rehearsal starts at 7:00 pm; the interpreter goes home between school and rehearsal—no mileage can be claimed.
- Mileage cannot be claimed for driving to a school or competition site for sports when the event occurs on the weekend such as practice or a meet/game.
- Interpreters are to facilitate communication with any non-signers (coach or fellow students), which include drive times to off-campus events. The only exception to this is when there is no room on the district vehicle for the interpreter. The program director must be notified of this situation prior to the event for approval to drive a personal vehicle and request reimbursement.

Educational Interpreter/Transliterators Performance Appraisals

Observations

The director will observe EI/Ts twice a year. Evaluations are also sent to the personnel office. This will provide for documentation of skills as well as professionalism. The director will complete the evaluation. Copies of the format are included so the EI/T can be aware of expectations. A Ralston Public Schools' general evaluation of employee skills is also completed by the program director with input from the deaf educator.

Any areas deemed unsatisfactory or "in need of improvement" will be addressed initially through informal interventions between the interpreter and the Director. If performance is not improved in a stated period of time, the interpreter will be placed on formal intervention, which can lead to termination.

Continuing Education

The Nebraska Department of Education Rule 51 outlines the rules and regulations governing employment of EI/Ts in the state of Nebraska. The guidelines can be view at <http://www.nde.state.ne.us/SPED/sped.html>. It is under the Policy and Procedures section. To maintain employment in the state, educational interpreters will obtain 20 clock hours of educationally related continuing education every two years. The RID Code of Professional Conduct, tenet 7, also requires continued professional development.

APPENDIX E

Supplemental policies and procedures for Drivers

Dress Code

Drivers are expected to present a neat, clean, and professional appearance at all times. The following minimum Transportation Department dress code standards are based on professional image, safety, and health.

- a. Drivers will wear Transportation shirts provided by the district of them or Ralston shirts.
- b. Drivers will wear enclosed shoes. No open-toed shoes are allowed. Sandals and flip-flops are not safe in the event of a bus evacuation.

Minimum Acceptable Conduct

Driving school children is an awesome responsibility. Consequently, drivers are held accountable for the safety of their passengers. Ralston Public Schools drivers must be above reproach at all times. The following guidelines reflect the minimum acceptable standards of conduct and dress expected of all drivers while on duty.

- a. Smoking in or around any school district vehicle is prohibited.
- b. Eating or drinking on the bus while students are present or while the vehicle is in motion is prohibited.
- c. Drivers will not use inappropriate language or engage in inappropriate conversations while on duty and/or while on Ralston Public School property.
- d. Unauthorized connections of electronic equipment (i.e., radios, tape decks, CDs...) to any district vehicle is prohibited. Drivers must be able to hear sirens and train signals.
- e. Inappropriate conduct or conversations with students is strictly prohibited. Inappropriate conversation or comments about students is strictly prohibited.
- f. Failure to wear seat belts in district vehicles.
- g. Regular and predictable attendance is a required condition for employment.
- h. While on duty, drivers should treat parents, community members, students, patrons, and all individuals in a respectful manner. Incidents involving dissatisfaction with Ralston's transportation department should be reported to the transportation supervisor immediately.

Termination and/or Suspension

Serious infraction, including but not limited to the following, may be cause for immediate termination and/or suspension:

- a. Being under the influence of drugs or alcohol
- b. Destruction of school property
- c. Failure to stop at railroad crossings
- d. Failure to report an accident involving a district vehicle
- e. Failure to report an accident involving a personal vehicle
- f. Carrying unauthorized passengers: In accordance with Nebraska Department of Education, Title 92, "No one except school personnel, supervisory personnel, monitoring personnel, and pupils assigned to a pupil transportation vehicle for a particular route schedule or for an activity trip as defined in 92 NAC 92-002.02 , may ride such vehicles" Essentially, this rule means no one other than students, sponsors,

- and chaperones may ride a school bus.
- g. Failure to pick up a student
 - h. Leaving a student on the vehicle after returning to the Transportation Center or other final destination
 - i. Unauthorized use of the district vehicles or using the vehicle for personal errands
 - j. Failure to be punctual
 - k. Deviating, without approval, from the assigned route unless there are unforeseen traffic circumstances
 - l. Failure to pre-trip a vehicle properly. Arrive early enough to complete the pre-trip before leaving the lot. The time clock will show if you had time to do the pre-trip.
 - m. Inappropriate language, comments, or touching towards students, staff, and/or other adults
 - n. Tampering with any cameras and/or recording devices located inside the vehicle.

Basic Loading and Unloading Policies

Bus drivers should adhere to the following procedures:

- a. If a parent wishes to change a pick-up/drop-off time/location, advise them to contact the Coordinator of Transportation. Drivers are not authorized to make changes.
- b. When running more than 10 minutes late for the schedule pick-up or drop-off, contact the Coordinator of Transportation who will pass on that information as appropriate.
- c. Pick-ups should be curbside at the student's residence. If this is not possible, park the vehicle so the student does not have to walk on the roadway.
- d. If a student is not at the authorized stop at the scheduled time, drivers will wait 3 minutes and then leave. Call the Coordinator of Transportation at the soonest opportunity.
- e. Drivers are responsible for ensuring all students are properly seated on the bus with the appropriate restraint system secured, except if a parent/aide assisted/seated the child.
- f. After arriving at the school of attendance, drivers or the para are responsible for removing students from the seat and assisting students in leaving the vehicle, if needed.
- g. After all students have departed the vehicle, immediately check the vehicle for any students or items that may have been left behind.
- h. When drivers are given route changes, new student information, or when a student has been dropped from the route, all outdated information is to be shredded at the Central Office.
- i. If no one is at the student's home or the student cannot enter his/her home at the end of the day, the driver will continue the route and then, return to the student's home and call the Coordinator of Transportation. If after the second attempt, there is still no one at the home, then the student will be returned to school of attendance. If the child is an open enrolled student, call the Coordinator of Transportation.

Emergency Procedures

The following procedures will be used in the event of an accident involving a district vehicle, other emergencies, when experiencing mechanical problems, or during inclement weather.

Accidents (Vehicle contact with any moving or stationary object)

All accidents will be reported to the Coordinator of Transportation immediately. Drivers will call immediately, and drivers will initiate a 911 call if appropriate. The following procedures will be followed for all accidents.

- a. Stop the vehicle as soon as possible
- b. Drivers involved in an accident must take and maintain control of the situation. This is especially important when injuries are involved.
- c. Notify the Coordinator of Transportation of the situation. Give the following information:
 - Vehicle number
 - Location
 - Number of vehicles involved
 - Number of students on board and what school they are from
 - Number of injured
- d. Check for injuries and administer and/or direct first aid if required
- e. Evacuate passengers to a safe area if necessary
- f. Set up “breakdown” reflectors to protect accident scene and warn motorists
- g. Complete accident forms in driver route book
- h. Make no statements or comments to anyone other than law enforcement and/or district representatives

Mechanical Problems

If a non-safety mechanical problem arises while en-route, annotate the problem on the pre-trip vehicle inspection form. If unsure of the seriousness of the mechanical problem, contact the Coordinator of Transportation. If a safety related mechanical problem or a breakdown occurs, contact the Coordinator of Transportation and wait for further instructions.

Inclement Weather Procedures

Drivers will provide the Coordinator of Transportation and the Central Office with home phone numbers, addresses, and emergency contact phone numbers to facilitate contact in the event of inclement weather.

If weather is threatening during the day, drivers must provide the Coordinator of Transportation with a phone number (or some other piece contact information) in case of early dismissal.

If inclement weather occurs while en-route, the following procedures will be used:

- a. Contact the Coordinator of Transportation only when delayed more than 10 minutes or completely immobilized by weather or traffic
- b. In the case of disabled/immobilized vehicle, drivers will remain with the students to supervise and ensure their safety
- c. Students are to remain onboard a disabled/immobilized vehicle until an alternate vehicle has arrived, unless remaining on the vehicle creates a safety concern
- d. Under no circumstances will drivers release students without the permission of the Coordinator of Transportation
- e. Vehicle windows and roof hatches will be closed after the last daily run, and whenever there is the possibility of inclement weather
- f. During cold weather operations, all diesel vehicles will be plugged in at night.

- g. On mornings that are 20 degrees or below, the early start crew may start vehicles
- h. Drivers will not leave vehicles unattended while the engine is running at any time, including warm-up, except during the pre-trip inspection

Tornado/Severe Weather Procedures

A tornado watch indicates an area in which atmospheric conditions exist from which a tornado could develop.

A tornado warning is issued when a tornado has actually been sighted in the area or is indicated by radar.

The following procedures are designed to ensure the safety of passengers when the threat of or actual severe weather is experienced. Drivers must be familiar with these procedures and able to respond appropriately in the event of deteriorating weather conditions. Students are not to board a district vehicle while under a tornado warning.

Tornado Warning While on Route

Every situation involving a tornado/severe weather will be different. Drivers must always consider the following factors when dealing with a tornado warning/severe weather:

- a. ALWAYS maintain control of the situation and accountability of all passengers.
- b. Proceed immediately to the nearest safe location for evacuation. If there is immediate danger and no shelter is available, evacuate students from the vehicle and into the nearest ditch or culvert at least 100 feet away from the vehicle or any other vehicle.
- c. In most instances, the driver will be the last off the bus as he/she will direct the evacuation and ensure all passengers have exited the vehicle. There may be instances, however, that it would be more appropriate for the driver to be the first out of the vehicle in order to direct passengers to the appropriate safe location. In this case, drivers must assign a responsible passenger to assist in the evacuation by ensuring all passengers have exited the vehicle.
- d. Make certain all students go to the safe location and are accounted for.
- e. Drivers should make every effort to keep the Coordinator of Transportation apprised of the evacuation location to include the number of passengers onboard. Once the tornado warning has been lifted, drivers will advise Dispatch when they are 10-8 and reaffirm the number of passengers.
- f. Do not release passengers without the Coordinator of Transportation's permission.

6005
Academic Credits and Graduation Requirements
COVID-19 Adjustments

As a result of the COVID-19 pandemic, the items outlined in red will apply to students wishing to graduate in the Class of 2021. These COVID-19 adjustments will be in effect for the 2020-2021 school year only.

The district shall accept credits toward graduation that were awarded by an accredited school district, and shall award a diploma to an option enrollment or open enrollment student if the student meets the district's graduation requirements.

Course credit is allowed only for grades 9, 10, 11, 12. Students may repeat courses in which they made failing grades, but it is not necessary to repeat courses not required for graduation.

The responsibility for determining when students are eligible to be graduated from high school is delegated by the Board of Education to the building principal.

Specific Requirements - Each student is expected to successfully complete course work in each of the following areas as listed:

Graduation Requirements Beginning with the Class of 2015

1. English: 35 credits (English I - 10 credits, English II - 10 credits, English III – 10 credits, Composition – 5 credits)
2. Oral Communications: 5 credits
3. Social Studies: 30 credits (World Cultures & Geography - 5 credits, US History – 10 credits, US Government – 5 credits)
4. Mathematics: 30 credits (Algebra I or higher 10 credits)
5. Science: 30 credits (Life Science – 10 credits, Physical Science – 10 credits)
6. Physical Education: 20 credits (Swim – 2.5 credits and Family Life Education – .5 credits)
7. Fine Arts: 10 credits
8. Career Education: 25 credits (Consumer Finance – 5 credits and Career Exploration – 5 credits)
9. Elective Courses: 55 credits

Graduation Requirements Beginning with the Class of 2021

1. English: 35 credits (Must pass Eng. 1, Eng. 2, Eng. 3 and Composition)
2. Oral Communications: 5 credits
3. Social Studies: 30 credits (Must pass World Civilization, U.S. History and American Government)
4. Mathematics: 30 credits (including 10 above pre-Algebra level)
5. Science: 30 credits. (Must pass Life Science & Chem/Physics 1)
6. Physical Education: 20 credits (Must pass Family Life Education and Fitness & Swim Foundations) (Swim PE requirement will be suspended for the Class of 2021. Students will still need 20 credits in Physical Education)
7. Fine Arts: 10 credits
8. Career Education: 25 credits (Must pass Consumer Finance and Career Exploration)
8. Elective Courses: 55 credits (45 for the Class of 2021)

All students **except 2021 Seniors** must successfully complete 240 hours of credit in grades 9-12, and attend a minimum of seven semesters.

Students in the Class of 2021 must successfully complete 200 hours of credit in grades 9-12 and must attend more than six semesters.

All students must function within the guidelines of an Individual Learning Plan.

Community Service

All students must complete 10 hours of community service for each year of attendance at Ralston High School (40 total). **The community service requirement will be suspended for the Class of 2021.**

Physical Education Waiver for students through 2020

Students may waive up to 5 credits of the physical education requirement if they begin and complete 1 full season of the following activities: pom, cheer, football, cross country, volleyball, soccer, tennis, swim, basketball, wrestling, golf, track and field, baseball, or softball. This does not change the minimum number of credits required for graduation.

Early Graduation

Students may graduate at mid-term of their senior year if they make a formal application to the Senior Counselor prior to September 15th of the Senior Year.

Students in the Class of 2021 may apply for early graduation after they have completed more than six semesters. To apply for early graduation, students must complete an application form and submit it to the principal. The principal will inform the superintendent of each completed application.

The High School Principal will review any unique circumstances related to these graduation requirements for any student and make appropriate recommendations to the Superintendent.

Pupil Progress-Secondary

Pupils in grades 9-12, with approval of the superintendent or their designee, may earn credit by correspondence from an accredited school approved by the Nebraska Department of Education, provided work is supervised by a teacher with valid Nebraska certification.

Pupils may enroll in approved night school courses that meet Nebraska Department of Education specifications, and thereby earn credit toward secondary school graduation requirements provided that approval has been granted by the superintendent or their designee.

Adopted on: **August 24, 2020**

Revised on:

Reviewed on: **August 10, 2020**

~~3057~~

3034

Compensation of Board Members

No member of the Board except the Secretary shall accept or receive any compensation for services performed in discharging the duties of ~~his/her~~ **their** office.

Members of the Board may participate in the school district's hospitalization, medical, surgical, accident, sickness, or term life insurance coverage, or any one or more of such coverages, with the participating Board members paying both the employee and employer portions of the premium for such coverage.

Members of the board may be reimbursed for their actual and necessary expenses incurred while attending authorized conferences or other activities whose purpose is related to instructional or related operational improvement in the district.

Adopted on: July 22, 2019

Revised on:

Reviewed on: July 8, 2019

Employment-Related Sexual Harassment

~~It is the policy of the school district to provide an environment free of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct or communication constituting sexual harassment. Sexual harassment by any employees and students is unequivocally prohibited. Sexual harassment is misconduct that interferes with work productivity and wrongfully deprives employees of the opportunity to work and students of the opportunity to study and be in an environment free from unsolicited and unwelcome sexual overtones. Sexual harassment includes all unwelcome sexual advances, requests for sexual favors and other such verbal or physical misconduct. Sexual harassment is a prohibited practice and is a violation of the law.~~

~~The U.S. Equal Employment Opportunity Commission has issued guidelines interpreting Section 703 of Title VII as prohibiting sexual harassment. Sexual harassment is defined in those guidelines as follows:~~

~~Unwelcome sexual advances, requests for sexual favors, and other verbal or physical misconduct of a sexual nature constitutes sexual harassment when:~~

- ~~(1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;~~
- ~~(2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or~~
- ~~(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.~~

~~A person who feels harassed is encouraged to inform the person engaging in sexually harassing conduct or communication directly that the conduct or communication is offensive and must stop. If the person who feels harassed does not wish to communicate directly with~~

~~the person whose conduct or communication is offensive, or if direct communication with the offending person has been ineffective, the person who feels harassed should report the conduct or communication using the district's complaint policy. Complaints involving sexual harassment may also be submitted at any time to the district's Title IX coordinator.~~

~~Regardless of the means selected for resolving the problem, the good faith initiation of a complaint of sexual harassment will not affect the complainant's employment, compensation or work assignments as an employee, or status as a student.~~

~~Sexual harassment of students is addressed in a separate policy.~~

Adopted on: _____

Revised on: _____

Reviewed on: _____

4014
[Intentionally Left Blank]

Adopted on: _____

Revised on: _____

Reviewed on: _____

~~Sex Equality in the Education Program~~

~~The district prohibits discrimination on the basis of sex in any educational program or activity except when it is necessary to accomplish a specific purpose that does not impinge upon essential equality or fairness in the treatment of students or employees. Employees are required to comply with this policy and the subsequent rules and regulations, as well as with Title IX of the Education Amendments of 1972 and the regulations of the U.S. Department of Education as applicable to this district.~~

~~The district's Title IX Coordinator is the Executive Director of Human Resources. The Title IX Coordinator may be contacted at 402-331-4700 or in person at the Virginia Moon Administrative Center located at 8545 Park Drive, Ralston, NE 68127.~~

~~The Title IX Coordinator shall administer, coordinate, and publish this policy, together with any rules and regulations, to all students, parents, and other interested groups and associations. The Title IX Coordinator shall report annually to the board of education on the district's compliance with this policy and shall recommend such changes as he or she deems necessary.~~

~~Any individual who believes he or she is being discriminated against on the basis of race, color, national origin, gender, marital status, disability, or age may seek relief by filing a complaint pursuant to Board Policy 2006—Complaint Policy.~~

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

5026
[Intentionally Left Blank]

Adopted on: _____
Revised on: _____
Reviewed on: _____

2006 Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below. **Students and employees who believe they have been subjected to sex harassment in violation of Title IX should refer to the board's policy titled "Title IX".**

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.

d) Complaints involving discrimination or harassment on the basis of race, color, national origin, ~~gender~~ **sex**, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:

a) Determine whether the complainant has discussed the matter with the staff member involved.

1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.

2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in ~~his~~ ~~or her~~ **their** sole discretion, determine whether the complaint should be pursued further.

b) Strongly encourage the complainant to reduce ~~his or her~~ **their** concerns to writing.

c) Interview the complainant to determine:

1) All relevant details of the complaint;

2) All witnesses and documents which the complainant believes support the complaint;

3) The action or solution which the complainant seeks.

d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 **calendar** days after the administrator or Title IX/504 coordinator received the complaint.

4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint ~~he or she~~ **they** may appeal the decision to the superintendent.

- a) This appeal must be in writing.
- b) This appeal must be received by the superintendent no later than ten (10) ~~business~~ **calendar** days from the date the administrator or Title IX/504 coordinator communicated ~~his/her~~ **their** decision to the complainant.
- c) The superintendent will investigate as ~~he or she~~ **the superintendent** deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
- d) Upon completion of this investigation, the superintendent will inform the complainant in writing of ~~his or her~~ **their** decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 **calendar** days after the superintendent received complainant's written appeal.

5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint ~~he or she~~ **they** may appeal the decision to the board.

- a) This appeal must be in writing.
- b) This appeal must be received by the board president no later than ten (10) ~~business~~ **calendar** days from the date the superintendent communicated ~~his/her~~ **their** decision to the complainant.
- c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
- d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 **calendar** days after it received complainant's written appeal.
- e) There is no appeal from a decision of the board.

6. When a formal complaint about the superintendent of schools has been filed with the president **or a designee** of the board, the president shall promptly and thoroughly investigate the complaint, and shall:

- a) Determine whether the complainant has discussed the matter with the superintendent.

- 1) If the complainant has not, the board president **or designee** will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in ~~his or her~~ **their** sole discretion, determine whether the complaint should be pursued further.
- b) Strongly encourage the complainant to reduce ~~his or her~~ **their** concerns to writing.
- c) Determine, in ~~his or her~~ **their** sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
- d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 **calendar** days after the president received the complaint.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that ~~he/she~~ **the Director of Special Education** deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that ~~he/she~~ **the 504 Coordinator** deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (c) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Adopted on: July 22, 2019

Revised on:

Reviewed on: July 8, 2019

2006 Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below. Students and employees who believe they have been subjected to sex harassment in violation of Title IX should refer to the board's policy titled "Title IX".

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.

d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:

a) Determine whether the complainant has discussed the matter with the staff member involved.

1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.

2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in their sole discretion, determine whether the complaint should be pursued further.

b) Strongly encourage the complainant to reduce their concerns to writing.

c) Interview the complainant to determine:

1) All relevant details of the complaint;

2) All witnesses and documents which the complainant believes support the complaint;

3) The action or solution which the complainant seeks.

d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or Title IX/504 coordinator received the complaint.

4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint they may appeal the decision to the superintendent.

a) This appeal must be in writing.

b) This appeal must be received by the superintendent no later than ten (10) calendar days from the date the administrator or Title IX/504 coordinator communicated their decision to the complainant.

c) The superintendent will investigate as the superintendent deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

d) Upon completion of this investigation, the superintendent will inform the complainant in writing of their decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal.

5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint they may appeal the decision to the board.

a) This appeal must be in writing.

b) This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated their decision to the complainant.

c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.

d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 calendar days after it received complainant's written appeal.

e) There is no appeal from a decision of the board.

6. When a formal complaint about the superintendent of schools has been filed with the president or a designee of the board, the president shall promptly and thoroughly investigate the complaint, and shall:

a) Determine whether the complainant has discussed the matter with the superintendent.

- 1) If the complainant has not, the board president or designee will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
- 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in their sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce their concerns to writing.
 - c) Determine, in their sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
 - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that the Director of Special Education deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that the 504 Coordinator deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (c) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Adopted on: July 22, 2019

Revised on:

Reviewed on: July 8, 2019

3057
Title IX Policy

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

1. Title IX Coordinator

1.1. **Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "**Title IX Coordinator.**" The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

2. Definitions. As used in this policy, the following terms are defined as follows:

2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

2.3. **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).

2.4. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

2.5. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

2.6. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

- 2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
- 2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;
- 2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:
 - 2.6.3.1. **Sex Offenses, Forcible**—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.
 - 2.6.3.1.1. **Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.
 - 2.6.3.1.2. **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity
 - 2.6.3.1.3. **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity

- 2.6.3.1.4. **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity
- 2.6.3.2. **Sex Offenses, Non-forcible**—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.
 - 2.6.3.2.1. **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law
 - 2.6.3.2.2. **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent
- 2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a)(10), which means violence committed by a person—
 - 2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 - 2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - 2.6.4.2.1. The length of the relationship.
 - 2.6.4.2.2. The type of relationship.
 - 2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.
- 2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a)(8), which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly

situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a)(30), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

2.6.6.1. fear for their safety or the safety of others; or

2.6.6.2. suffer substantial emotional distress.

2.7. **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

3. Discrimination Not Involving Sexual Harassment.

3.1. **General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

3.2. Specific Prohibitions. Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

- 3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- 3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- 3.2.3. Deny any person any such aid, benefit, or service;
- 3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- 3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;
- 3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- 3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

3.3. Complaint Procedure. All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district’s general complaint procedure, Board Policy 2006.

4. Response to Sexual Harassment

4.1. Reporting Sexual Harassment. Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District’s Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that

information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

4.2. General Response to Sexual Harassment. When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district's response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

4.3. Emergency Removal. Nothing in this policy precludes the district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

4.4. Administrative Leave. Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to

modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

4.5. General Response Not Conditioned on Formal Complaint.

With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

5. Grievance Process for Formal Complaints of Sexual Harassment.

5.1. General Requirements.

5.1.1. **Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Remedies may include the same individualized services described in subsection 2.7 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

5.1.2. **Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

5.1.3. **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

5.1.4. **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train

these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

5.1.4.1. **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.

5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:

5.1.4.2.1. The definition of sexual harassment in subsection 2.6;

5.1.4.2.2. The scope of the district's education program or activity;

5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and

5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.

5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.

- 5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- 5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- 5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.
- 5.1.8. **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.
- 5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

5.2. **Notice of Allegations.**

- 5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:

5.2.1.1. A copy of this policy.

5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

5.3. **Dismissal of Formal Complaint.**

5.3.1. The district will investigate the allegations in a formal complaint.

5.3.2. **Mandatory Dismissals.** The district **must** dismiss a format complaint if the conduct alleged in the formal complaint:

5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;

- 5.3.2.2. Did not occur in the district's education program or activity; or
- 5.3.2.3. Did not occur against a person in the United States.
- 5.3.3. **Discretionary Dismissals.** The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:
 - 5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
 - 5.3.3.2. The respondent is no longer enrolled in or employed by the district; or
 - 5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- 5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.
- 5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.

5.4. **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

5.5. Investigation of Formal Complaint. When investigating a formal complaint and throughout the grievance process, the district will:

- 5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;
- 5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);
- 5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- 5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- 5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

- 5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- 5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and
- 5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

5.6. Exchange of Written Questions. After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the

respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

5.7. **Determination Regarding Responsibility**

5.7.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).

5.7.2. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:

5.7.2.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;

5.7.2.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

5.7.2.3. Findings of fact supporting the determination;

5.7.2.4. Conclusions regarding the application of the district's code of conduct to the facts;

5.7.2.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

5.7.2.6. The district's procedures and permissible bases for the complainant and respondent to appeal.

5.7.3. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

5.7.4. The Title IX Coordinator is responsible for effective implementation of any remedies.

5.8. **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.

5.8.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.

5.8.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:

5.8.2.1. Procedural irregularity that affected the outcome of the matter;

5.8.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

5.8.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

5.8.3. As to all appeals, the district will:

5.8.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

5.8.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

5.8.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.

5.8.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

5.8.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and

5.8.3.6. Provide the written decision simultaneously to both parties.

5.9. Informal Resolution. The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

5.9.1. Provides to the parties a written notice disclosing:

5.9.1.1. The allegations;

5.9.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;

5.9.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and

5.9.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

5.9.2. Obtains the parties' voluntary, written consent to the informal resolution process; and

5.9.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

5.10. **Recordkeeping.**

5.10.1. The district will maintain for a period of seven years records of:

5.10.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;

5.10.1.2. Any appeal and the result therefrom;

5.10.1.3. Any informal resolution and the result therefrom; and

5.10.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.

5.10.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

6. **Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

7. **Access to Classes and Schools.**

7.1. **General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey,

football, basketball, and other sports the purpose or major activity of which involves bodily contact.

7.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

7.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

7.1.4. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

7.2. **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

8. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

8.1. **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.

8.2. **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.

9. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of

sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

10. Retaliation Prohibited. Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

10.1. Specific Circumstances.

10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.

10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

11. Notification of Policy. The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred

to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

12. **Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

13. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

14. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

4051 **Staff and District Social Media Use**

Social media is an important tool for communicating, keeping up to date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. The district also uses social media accounts to provide information to district stakeholders. This policy is intended to ensure (1) appropriate use of social media by staff and (2) appropriate control of social media accounts belonging to or affiliated with the district (each, a “School-Affiliated Account”). Staff should also refer to the district’s policy on Staff Computer and Internet Usage. Violations of this policy may result in disciplinary action.

I. Personal Versus School-Affiliated Social Media Use

II. Personal Social Media Use

III. The school district will not require staff members or applicants for employment to provide the district with their username and password to personal social media accounts (each, a “Personal Account”).

IV. Staff members should not post photos of students to any Personal Account to prevent confusion about the purpose of that account/page.

V. Staff should refrain from ‘tagging’ or prominently listing Ralston Public Schools or their individual school on any Personal Account to prevent confusion about the purpose of that account/page.

VI. Staff should refrain from accepting student friends or followers on any Personal Account until after that student has graduated. Likewise, staff should refrain from accepting parent(s)/family members of students on any Personal Account unless a previously established personal relationship exists outside of professional, school-related interactions.

VII. Use of School-Affiliated Accounts

VIII. Any account which purports to be an “official” account of the school district (e.g., “Ralston Football”), or any of its programs, classes or entities will be considered to be a School-Affiliated Account that is used exclusively for the school district’s business purpose. Staff members may not use School-Affiliated Accounts for personal use.

IX. If a staff member’s Personal Account shares school-related information and updates for students and families, prominently lists their position with Ralston Public Schools, or otherwise indicates a connection between the view expressed on such account and Ralston Public Schools, such account will be considered a School-Affiliated Account and subject to the restrictions provided herein.

X. Staff should not use School-Affiliated Accounts to ‘like, ‘favorite,’ or share content that is inappropriate, political in nature, or otherwise fails to uphold RPS’ professional standards.

XI. Staff may be required to provide their supervising administrator with the username and password to School-Affiliated Accounts.

XII. Staff may be required to interact with specified individuals on School-Affiliated Accounts.

XIII. When staff use School-Affiliated Accounts to comment on school-related matters, they do not do so as private citizens and are therefore not entitled to First Amendment protections.

XIV. Staff must ensure that all School-Affiliated Account activity involving student-related information is in compliance with all applicable restrictions regarding such information, including, but not limited to, the Family Educational Rights and Privacy Act (e.g. staff must confirm that students shown in photographs and/or videos displayed on School-Affiliated Accounts have a current and properly-completed Media Release on file with the District). Staff must also comply with all applicable state and federal record retention requirements.

XV. Staff Expectations in Use of Social Media – Applicable to Both Personal and School-Affiliated Accounts

XVI. General Use and Conditions

XVII. Staff must comply with all board policies, applicable laws, contract provisions, and applicable rules of professional conduct in their social media usage. They must comply with the board’s policy on professional boundaries between staff and students at all times and in both physical and digital environments.

XVIII. Staff must comply with all applicable laws prohibiting the use or disclosure of impermissible content, such as copyright laws, accountability and disclosure laws, and any other law governing the use of resources of a political subdivision. Questions about appropriate content should be referred to the staff member’s supervising administrator.

XIX. Staff members who wish to begin using or to continue using the school district name, programs, mascot, image or likeness as part of any Personal or School Affiliated Account must notify their supervising administrator of the use, and must secure the administrator’s permission to do so.

XX. Staff members whose social media use (whether on a Personal Account or otherwise) interferes with the orderly operation of the school, including, without limitation, disruption of the learning environment or disruption of relationships with and between students,

families, or colleagues; or who use such social media in ways that are not protected by the First Amendment may be subject to discipline by the district.

XXI. Acceptable Use

XXII. Staff may use social media for instructional purposes with prior approval of the staff member's supervising administrator.

XXIII. Staff may use School-Affiliated Accounts for school-related communication with fellow educators, students, parents, and patrons.

XXIV. Teachers should integrate the use of electronic resources, which may include social media, into the classroom. As the quality and integrity of content on social media, and other internet content, is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter.

XXV. Unacceptable Use

XXVI. Staff shall not access obscene, political, or pornographic material while at school, on school-owned device or on School-Affiliated Accounts.

XXVII. Staff shall not engage in any illegal activities, including the downloading and reproduction of copyrighted materials.

XXVIII. School-Affiliated Digital Content

XXIX. General Use and Conditions for School-Affiliated Accounts

Staff must obtain the permission of their supervising administration prior to creating, publishing, or using any school-affiliated internet content including, but not limited to, School-Affiliated Accounts, web pages, microblogs, social media pages or handles, or any other digital content which represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any content which identifies the school district by name in the account name or which uses the school's mascot name or image. Staff may be required to provide administrators with the username and password for all School-Affiliated Accounts and must only publish content appropriate for the school setting. Staff may not provide the username and password to School-Affiliated Accounts to any unauthorized individual, including students and volunteers.

XXX. Moderation of Third Party Content

The purpose of School-Affiliated Accounts is to disseminate information. Posts, comments, or any other content made on such account's pages may be removed

when the content meets any of the following conditions:

- XXXI.** Is obscene, lewd, or appeals to prurient interests;
- XXXII.** Contains information relating to a student matter or personnel matter which is protected under or prohibited by state or federal law;
- XXXIII.** Contains threatening, harassing, or discriminatory words or phrases;
- XXXIV.** Incites or is reasonably anticipated to incite violence, illegal activity, or a material and substantial disruption to school operations or activities; or
- XXXV.** Contains any other threat to the safety of students and staff.

Every account administrator must keep a copy of any removed content and must provide a copy to the superintendent along with written notification for the reason the post has been removed to the Director of External Relations. All questions about the appropriateness of removal must be directed to the Director of External Relations.

Adopted on:

Revised on: October 9, 2017

Reviewed on: September 25, 2017

Bill Review Schedule for 2020

January 13

Jay
Mary

February 10

Heather
Linda

March 9

Robin
Liz

April 13

Mary
Heather

May 11

Linda
Liz

June 8

Robin
Jay

July 13

Mary
Heather

August 10

Jay
Liz

September 14

Heather
Linda

October 12

Robin
Liz

November 9

Mary
Jay

December 14

Robin
Linda

	<u>RMS</u>	<u>RHS</u>	<u>Total Meals</u>	<u>Weekly Total</u>		<u>RMS</u>	<u>RHS</u>	<u>Total Meals</u>	<u>Weekly Total</u>		<u>RMS</u>	<u>RHS</u>	<u>Total Meals</u>	<u>Weekly Total</u>		<u>RMS</u>	<u>RHS</u>	<u>Total Meals</u>	<u>Weekly Total</u>
16-Mar	144	70	214		27-Apr	352	304	656		1-Jun	450	698	1148		13-Jul	494	958	1452	
17-Mar	130	116	246		28-Apr	326	306	632		2-Jun	450	698	1148		14-Jul	494	972	1466	
18-Mar	136	98	234		29-Apr	414	522	936		3-Jun	474	898	1372		15-Jul	358	672	1030	
19-Mar	188	210	398		30-Apr	706	522	1228		4-Jun	474	898	1372		16-Jul	358	675	1033	
20-Mar	294	210	504		1-May	706	522	1228		5-Jun	474	898	1372		17-Jul	358	672	1030	
				1596	2-May	706	522	1228		6-Jun	474	712	1186		18-Jul	358	554	912	
23-Mar	248	270	518		3-May	706	522	1228		7-Jun	474	712	1186		19-Jul	358	554	912	
24-Mar	308	193	501						7136					8794					7835
25-Mar	364	237	601		4-May	346	306	652		8-Jun	474	838	1312		20-Jul	358	666	1024	
26-Mar	402	311	713		5-May	318	324	642		9-Jun	474	822	1296		21-Jul	358	670	1028	
27-Mar	338	270	608		6-May	380	274	654		10-Jun	496	665	1161		22-Jul	384	594	978	
				2941	7-May	642	494	1136		11-Jun	496	664	1160		23-Jul	384	604	988	
30-Mar	440	270	710		8-May	642	494	1136		12-Jun	496	660	1156		24-Jul	384	597	981	
31-Mar	462	305	767		9-May	642	494	1136		13-Jun	496	548	1044		25-Jul	384	482	866	
1-Apr	392	301	693		10-May	642	494	1136		14-Jun	496	548	1044		26-Jul	384	482	866	
2-Apr	472	412	884						6492					8173					6731
3-Apr	472	412	884																
4-Apr	472	412	884		11-May	280	300	580		15-Jun	496	668	1164		27-Jul	384	595	979	
5-Apr	472	412	884		12-May	286	304	590		16-Jun	496	679	1175		28-Jul	384	612	996	
				5706	13-May	326	254	580		17-Jun	594	711	1305		29-Jul	484	798	1282	
6-Apr	420	314	734		14-May	608	498	1106		18-Jun	594	711	1305		30-Jul	484	802	1286	
7-Apr	446	320	766		15-May	608	498	1106		19-Jun	594	702	1296		31-Jul	484	796	1280	
8-Apr	424	228	652		16-May	608	498	1106		20-Jun	594	588	1182		1-Aug	484	680	1164	
9-Apr	576	392	968		17-May	608	498	1106		21-Jun	594	588	1182		2-Aug	484	680	1164	
10-Apr	576	392	968						6174					8609					8151
11-Apr	576	392	968		18-May	334	274	608		22-Jun	594	708	1302						
12-Apr	576	392	968		19-May	330	296	626		23-Jun	594	716	1310		3-Aug	484	802	1286	
				6024	20-May	300	260	560		24-Jun	568	713	1281		4-Aug	484	811	1295	
13-Apr	378	236	614		21-May	564	498	1062		25-Jun	568	718	1286		5-Aug	498	976	1474	
14-Apr	396	268	664		22-May	564	498	1062		26-Jun	568	713	1281		6-Aug	498	976	1474	
15-Apr	334	280	614		23-May	564	498	1062		27-Jun	568	594	1162		7-Aug	498	976	1474	
16-Apr	552	450	1002		24-May	564	498	1062		28-Jun	568	594	1162		8-Aug	498	854	1352	
17-Apr	552	450	1002						6042					8784	9-Aug	498	854	1352	
18-Apr	552	450	1002		25-May	564	498	1062		29-Jun	568	720	1288		10-Aug	498	854	1352	
19-Apr	552	450	1002		26-May	202	246	448		30-Jun	568	728	1296						11,059
				5900	27-May	242	260	502		1-Jul	504	735	1239						
20-Apr	406	304	710		28-May	450	512	962		2-Jul	504	749	1253						
21-Apr	402	320	722		29-May	450	512	962		3-Jul	504	618	1122						
22-Apr	398	340	738		30-May	450	512	962		4-Jul	504	618	1122						
23-Apr	648	580	1228		31-May	450	512	962		5-Jul	504	618	1122						
24-Apr	648	580	1228						5860					8442					
25-Apr	648	580	1228							6-Jul	504	734	1238						
26-Apr	648	580	1228							7-Jul	504	750	1254						
				7082						8-Jul	494	955	1449						
										9-Jul	494	965	1459						
										10-Jul	494	958	1452						
										11-Jul	494	840	1334						
										12-Jul	494	840	1334						
														9520					

Meals
Served
Weekly
March-August, 2020



Jenni Benson, President

Maddie Fennell, NBCT, Executive Director

July 20, 2020

Dr. Mark Adler
Superintendent
Ralston Public Schools
8545 Park Drive
Ralston, NE 68127

Dear Dr. Adler,

On behalf of the thousands of Nebraska students and parents who benefitted from Teacher TV this spring, I want to thank you. Your support of the educator providing the lessons is very much appreciated.

With the work of educators from the State of Nebraska and around the country, we were able to offer two hours of elementary programming, two hours of secondary programming and one hour of bilingual Spanish instruction each weekday from March 23 through May 15, 2020 across all News Channel Nebraska cable and broadcast channels, as well as via Roku, Apple TV, Amazon Fire and online. More than 118 educators participated in providing lessons for students via Teacher TV that provided viewing to an estimated 387,100 viewers.

We are grateful to Sam Servellon for her work in providing lesson(s) to support Teacher TV. Teacher TV made a monumental impact in the lives of students and families in our communities amid a national pandemic. We couldn't have accomplished this without Sam's contributions.

I also want to remind you that the NSEA Children's Fund (<https://www.nsea.org/childrensfund>) is available to help students in need. You can work with your local education association president to access those funds.

These are difficult times, but if we keep our #NebraskaStrong attitude and work together, we will continue to meet the needs of all our students. Thank you again.

Sincerely,

A handwritten signature in black ink that reads "Jenni Benson". The signature is fluid and cursive.

Jenni Benson
NSEA President