

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. RPS Return to Learn Protocol Update
Speaker(s): Dr. Mark Adler
 - 6.2. District Achievement Plan Update
Speaker(s): Dr. Cecilia Wilken
 - 6.3. reVision Grant Overview
Speaker(s): Dr. Josh Wilken
 - 6.4. MOU--Ralston Public Schools and Baright Public Library
Speaker(s): Mr. Jason Buckingham
 - 6.5. Government Relations Update
Speaker(s): Dr. Mark Adler
 - 6.6. NASB Updates and Information
Speaker(s): Dr. Jay Irwin
 - 6.7. Enrollment Update
Speaker(s): Dr. Mark Adler
7. Standards Based School Improvement
8. Policy Review
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: _____



Ralston
PUBLIC SCHOOLS

Dr. Mark Adler
Superintendent

Mr. Jason Buckingham
Executive Director of Fiscal Affairs

Dr. Michael Rupprecht
Executive Director of Human Resources

October 12th, 2020

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

To Whom It May Concern:

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

Sara Marker

(SSN withheld)

Sincerely,

Dr. Mark Adler, Superintendent
Ralston Public Schools

Achievement. Character. Technology.

www.RalstonSchools.org Facebook.com/RalstonPublicSchools

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

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

Monday, September 28, 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, Dr. Cecilia Wilken, Mr. Jim Frederick, and Mrs. Marci Carroll.

Ralston Public Schools Board of Education – Board of Excellence Award

RPS formally announced our Board of Education received the 2020 Board of Excellence Award from the Nebraska Association of School Board (NASB). This award recognizes local school boards for their commitment to achieving excellence in board leadership through continuing education and professional development. This is the first time our School Board has received this tremendous honor. It shows our board members' dedication and commitment to growing their knowledge and skills to help them make the best choices for our District.

Consent Agenda

Consent agenda items include minutes from the September 14th meeting. Local substitute certificate for McKenna Donovan. Motion to approve Consent Agenda made by Mrs. Liz Kumru and seconded by Dr. Jay Irwin.

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

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Every RPS Board member thanked individuals who provided public comment at the start of the evening's meeting. The Board also received Public Comment submitted through the District website. Board members commented about the RPS COVID-19 Dashboard, located on the District's website. The Dashboard is updated weekly by the District's Health Team and provides an easy way for our community to keep up-to-date on how the COVID-19 virus is impacting our District. Each Board member stated we are still facing uncertainty due to the pandemic. Board members wanted to remind everyone to keep working together to help the District provide the best possible outcomes for our students and staff.

Intern Omaha / Avenue Scholars

Ms. Beth Leach, the Avenue Scholars Career Coach at Ralston High School, provided information to the Board regarding the Avenue Scholars program. Over the past 11 years, Avenue Scholars has served over 300 students at Ralston High School. The metro program also provides services to high school students in eight other Omaha high schools.

Avenue Scholars will expose students to a variety of quality career options in fields such as health care, information technology, automotive technology, trades and manufacturing, and business processes. The program will also coach students through part-time work so that they can experience the realities of the work world and learn and develop the attributes necessary to be successful in it. Students may enroll in the Avenue Scholars program at age 15 or 16 and graduate at the age of 20 or 21. The graduation/success rate of Avenue Scholar program participants is 95%.

Alumni from this program report they are employed full-time earning an hourly rate of \$13.50 or above, have access to healthcare and benefits and have the opportunities for upward mobility.

Mr. Jan Benitez presented about the Intern Omaha program to Board members. The two main goals of Intern Omaha are to create a talent pipeline to high-demand industry professions and engage high-performing young talent before it leaves Nebraska. Mr. Benitez stated students apply during their junior year of high school for a variety of paid internships with the metro's top companies. Intern Omaha collaborates with many employer partners in various industries including automotive, health care, transportation, and non-profit businesses.

RHS Track and Field Improvement Update

The RHS Track and Field project is nearly complete. The project is in its final stages, with striping on the track almost finished. One of the other aspects of this project will be to repair damages to the parking lot of the Ponca Tribe. The tribe allowed the construction workers to use their lot to store equipment and serve as the main entrance and exit point for the construction team. Repairs to the Ponca Tribe parking lot, located in the southeast corner of the District stadium, will be started shortly. After all is complete, Dr. Adler reported the final cost of the entire project will come in less than originally approved by the Board.

Committee on American Civics

Dr. Cecilia Wilken reported to the Board on the internal educator committee on American Civics, led by RHS educator Ms. Andrea Hartman. This fall, the team was able to pilot new materials. The committee also reviewed course offerings and through feedback from our students, found they were interested in adding a Nebraska History course and World History dual enrollment course offerings.

RPS Return to Learn Protocol Update

Dr. Mark Adler and District Administrators shared the latest information concerning the RPS Return to Learn Protocol.

- Dr. Adler shared the District's COVID-19 dashboard. As of 9/28/2020, the dashboard indicated a total of four active cases in the District. The dashboard is posted on the District website and is updated every Monday morning. The purpose of the dashboard is another way to keep lines of communication open and provide the most up-to-date information with our community.

- The District provided information to the Board about the possibility of transitioning to a Modified Green Instructional Level of instruction beginning at the start of the second quarter. In the discussion, Dr. Adler stated a Modified Green Instructional Level would provide five days of instruction for students with all health and safety procedures in place still being followed. This modified level would also continue to utilize the staggered dismissal procedures with 2:00 and 2:30 pm dismissal times to allow for increased cleaning and sanitizing daily.
- One of the rationales for moving to a Modified Green Instructional Level included the issue of struggling students. Data shared with the Board indicated a higher than the usual number of students in grades 7-12 who have one or more failing grades. The District also has increased concern for the social/emotional health of our students.
- The Board members discussed the impacts and concerns of moving out of the Yellow Instructional Level. Several board members felt the risk outweighed the benefits of transitioning to a Modified Green Instructional Level. Leading up to the next Board meeting, District leaders will conduct a parent/student and staff survey and will bring some additional information for the Board. Members of the Board will then have time to analyze the information, and more discussion will take place at a future meeting.
- The District will continue to offer the Extended Campus Learning Program for all students throughout the second term of the 2020-2021 school year.

Government Relations Update

No update was provided as the Nebraska Legislature is currently not in session.

NASB Update

Registration for the State Conference is open and Board members may attend either in person or virtually this year.

Enrollment Update

Enrollment numbers have remained steady. Families continue to request to move between Extended Campus Learning and in-person learning. Families will need to make a firm decision as the intent form deadline for the second quarter is Friday, October 2nd.

STANDARDS BASED SCHOOL IMPROVEMENT

Bus Purchase

The Board was asked to approve the purchase of a new school bus as the result of another bus being unrepairable. Motion made by Mrs. Linda Richards and seconded by Mrs. Liz Kumru for the purchase of a new bus from Omaha Truck at the cost of \$55,485.00.

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

POLICY REVIEW

No policies were reviewed.

Adjournment

The Board voted to adjourn at 9:00 pm with a motion by Mrs. Linda Richards and seconded by Mrs. Liz Kumru.

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

The next regular meeting will take place on Monday, October 12, 2020, at 6:00 pm.

Mrs. Heather Johnson, President

Mrs. Liz Kumru, Secretary

EFINANCE - POWERSCHOOL
DATE: 10/07/2020
TIME: 13:59:14

RALSTON PUBLIC SCHOOLS
CHECK REGISTER

PAGE NUMBER: 1
VENCHK11
ACCOUNTING PERIOD: 2/21

FUND - 08 - SPECIAL BUILDING

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
123774	9001	10/07/20	4528 HEARTLAND ROOFING CONSULT	20450	RPS/RHS BAND ROOF	8,200.00
123775	9001	10/07/20	4768 LAMP RYNEARSON & ASSOCIAT	20450	RPS/RHS TRACK & FIELD	7,475.00
TOTAL FUND						15,675.00

FUND - 99 - DISBURSEMENT

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
123776	9001	10/07/20	4420 AMANDA ELGERT	20333	REIMBUR8/14-9/20/2020	1,563.43
123777	9001	10/07/20	5630 ARBOR FAMILY COUNSELING	20320	RPS AUG-DEC2020STUDAS	3,570.00
123777	9001	10/07/20	5630 ARBOR FAMILY COUNSELING	20320	RPS AUG-DEC2020STUDAS	630.00
			TOTAL CHECK			4,200.00
123778	9001	10/07/20	2728 ARROW STAGE LINES	20340	RPS TRANSPORTATION AC	2,198.00
123779	9001	10/07/20	6650 BISHOP BUSINESS	20442	RPS BLUMFIELD	122.92
123779	9001	10/07/20	6650 BISHOP BUSINESS	20442	RPS KAREN WESTERN	96.04
123779	9001	10/07/20	6650 BISHOP BUSINESS	20442	RPS MEADOWS	195.89
123779	9001	10/07/20	6650 BISHOP BUSINESS	20442	RPS MOCKINGBIRD	135.04
123779	9001	10/07/20	6650 BISHOP BUSINESS	20442	RPS HIGH SCHOOL	690.35
123779	9001	10/07/20	6650 BISHOP BUSINESS	20442	RPS MIDDLE SCHOOL	248.35
123779	9001	10/07/20	6650 BISHOP BUSINESS	20442	RPS SEYMOUR	95.82
123779	9001	10/07/20	6650 BISHOP BUSINESS	20442	RPS ADMIN/VMAC/CO	129.19
123779	9001	10/07/20	6650 BISHOP BUSINESS	20442	RPS WILDEWOOD	114.65
123779	9001	10/07/20	6650 BISHOP BUSINESS	20442	RPS ADMIN/VMAC/CO	3,411.12
			TOTAL CHECK			5,239.37
123780	9001	10/07/20	325 BOYS TOWN	20569	RPS STUDENT SERVICES	2,640.48
123780	9001	10/07/20	325 BOYS TOWN	20569	RPS STUDENT SERVICES	2,640.48
			TOTAL CHECK			5,280.96
123781	9001	10/07/20	6664 CENTER FOR COLLABORATIVE	20640	RPS CURR CU202103	135.00
123781	9001	10/07/20	6664 CENTER FOR COLLABORATIVE	20640	RPS CURR CU202103	135.00
123781	9001	10/07/20	6664 CENTER FOR COLLABORATIVE	20640	RPS CURR CU202103	135.00
123781	9001	10/07/20	6664 CENTER FOR COLLABORATIVE	20640	RPS CURR CU202103	135.00
123781	9001	10/07/20	6664 CENTER FOR COLLABORATIVE	20640	RPS CURR CU202103	135.00
123781	9001	10/07/20	6664 CENTER FOR COLLABORATIVE	20640	RPS CURR CU202103	135.00
			TOTAL CHECK			810.00
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL RHS	131.00
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL MEAD	38.25
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL BLUM	44.75
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL MOCK	41.50
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL KW	43.00
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL SEY	38.25
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL RMS	115.94
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL WW	47.42
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL WW	47.42
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL BLUM	44.75
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL RMS	115.94
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL MEAD	38.25
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL RHS	131.00
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL MOCK	41.50
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL SEY	38.25
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL KW	43.00
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL VMAC	11.25
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20610	RPS CUSTODIAL VMAC	22.14
123782	9001	10/07/20	7000 CINTAS CORPORATION NO.2	20420	RPS CUSTODIAL WW	47.42
			TOTAL CHECK			1,081.03
123783	9001	10/07/20	6027 CLASSIC SPORTSWEAR & AWAR	20610	RALSTON HIGH HS210073	1,972.44
123784	9001	10/07/20	583 COMMERCIAL CLEANING SUPPL	20610	PRO GUARD NITRILE POWDER	74.00

FUND - 99 - DISBURSEMENT

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT	
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	PRO GUARD NITRILE POWDER	37.00
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	PRO GUARD NITRILE POWDER	51.80
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#11894515 POWER TIME BOWL	44.53
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#2206264 Brown Roll Towel	85.41
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#4427840 Spring Grove 2PL	107.68
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#4428130 Single Fold Towel	60.76
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#MR24330MC 24x33 Liners	37.92
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#MR43483MC 43x48 Liners	149.46
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#PT21 Pro Team Vac Bags	42.30
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#MR24330MC 24x33 Liners	192.34
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	Heavy duty 40x48 liners	177.91
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#10243015 JIFFY SPRAY CLE	39.70
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#11895715 WINDOW SHINE WI	38.75
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#12001227 EVIRO CARE DISI	42.00
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#2206264 Brown Roll Towel	126.00
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#4427840 Spring Grove 2PL	211.80
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#I694 Super Spray Degreas	52.00
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#MR24330MC 24x33 Liners	111.90
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#MR43483MC 43x48 Liners	183.75
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#PK1415 white Terry Rags	32.95
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#MR43483MC 43x48 Liners	186.05
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#PT21 Pro Team Vac Bags	63.18
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	NABC Disinfectant	42.52
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	NEW EQUIPMENT CRUSADER 15	625.00
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#11894515 MINT BOWL CLEAN	43.80
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#12001227 DMQ DISINFECTAN	42.00
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#2206264 Brown Roll Towel	42.00
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#4427840 Spring Grove 2PL	105.90
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#HLRG11 Large Wet Mop Hea	36.90
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#MR43483MC 43x48 Liners	36.75
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#PK1415 white Terry Rags	32.95
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#11894515 POWER TIME BOWL	43.80
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#2206264 Brown Roll Towel	168.00
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#11894515 POWER TIME BOWL	43.80
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#2206264 Brown Roll Towel	168.00
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#895 Micro Soft	47.40
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#12001227 EVIRO CARE DISI	42.00
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#2206264 Brown Roll Towel	84.00
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#MR43483MC 43x48 Liners	73.50
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#2206264 Brown Roll Towel	339.90
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#KL260 Sani Sacks	51.69
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#MR24330MC 24x33 Liners	188.67
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#MR43483MC 43x48 Liners	185.89
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#TOL55 SPRAY HEADS 32 OZ	57.58
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	#TOL58 SPRAY BOTTLES 32 O	57.58
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	NEW EQUIPMENT 5 GAL BUDDY	25.03
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	PRO GUARD NITRILE POWDER	99.13
123784	9001	10/07/20	583	COMMERCIAL CLEANING SUPPL	20610	PRO GUARD NITRILE POWDER	130.18
TOTAL CHECK						4,963.16	
123785	9001	10/07/20	1476	D & D LASER INC	20610	RALSTON HIGH HS202156	171.95
123785	9001	10/07/20	1476	D & D LASER INC	20610	RALSTONMIDDLEMS202129	81.90
123785	9001	10/07/20	1476	D & D LASER INC	20610	MOCKINGBIRD MB202109	104.95
TOTAL CHECK						358.80	
123786	9001	10/07/20	34	DEMCO, INC.	20610	KARENWESTERN KW202105	78.52

FUND - 99 - DISBURSEMENT

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
123787	9001	10/07/20	127 EASTERN NEBRASKA HUMAN SE	20569	RPS STUDENT SERVICES	2,640.00
123788	9001	10/07/20	6548 ESU #5	20382	RPS DW TECHNOLOGY	3,900.00
123789	9001	10/07/20	4272 FIRST STUDENT	20340	RPS TRANSPORTATION AC	302.53
123789	9001	10/07/20	4272 FIRST STUDENT	20340	RPS TRANSPORTATION AC	343.91
123789	9001	10/07/20	4272 FIRST STUDENT	20340	RPS TRANSPORTATION AC	696.70
123789	9001	10/07/20	4272 FIRST STUDENT	20340	RPS TRANSPORTATION AC	355.58
123789	9001	10/07/20	4272 FIRST STUDENT	20340	RPS TRANSPORTATION AC	368.27
123789	9001	10/07/20	4272 FIRST STUDENT	20340	RPS TRANSPORTATION AC	359.82
123789	9001	10/07/20	4272 FIRST STUDENT	20340	RPS TRANSPORTATION AC	518.98
123789	9001	10/07/20	4272 FIRST STUDENT	20340	RPS TRANSPORTATION AC	459.03
123789	9001	10/07/20	4272 FIRST STUDENT	20340	RPS TRANSPORTATION AC	329.06
123789	9001	10/07/20	4272 FIRST STUDENT	20340	RPS TRANSPORTATION AC	391.66
123789	9001	10/07/20	4272 FIRST STUDENT	20340	RPS TRANSPORTATION AC	382.64
123789	9001	10/07/20	4272 FIRST STUDENT	20340	RPS TRANSPORTATION AC	517.90
123789	9001	10/07/20	4272 FIRST STUDENT	20340	RPS TRANSPORTATION AC	200.00
123789	9001	10/07/20	4272 FIRST STUDENT	20340	RPS TRANSPORTATION AC	281.84
123789	9001	10/07/20	4272 FIRST STUDENT	20340	RPS TRANSPORTATION AC	325.34
			TOTAL CHECK			5,833.26
123790	9001	10/07/20	6584 FIRST WIRELESS, INC.	20340	RPS MAINTENANCE WW	42.44
123791	9001	10/07/20	272 FOLLETT SCHOOL SOLUTIONS	20640	RALSTONMIDDLEMS202291	34.44
123791	9001	10/07/20	272 FOLLETT SCHOOL SOLUTIONS	20640	SEYMOUR SE202102	366.78
123791	9001	10/07/20	272 FOLLETT SCHOOL SOLUTIONS	20640	MOCKINGBIRD MB202105	34.71
123791	9001	10/07/20	272 FOLLETT SCHOOL SOLUTIONS	20640	MOCKINGBIRD MB202104	194.17
123791	9001	10/07/20	272 FOLLETT SCHOOL SOLUTIONS	20640	RALSTONMIDDLEMS202125	99.77
123791	9001	10/07/20	272 FOLLETT SCHOOL SOLUTIONS	20640	MOCKINGBIRD MB202108	441.90
			TOTAL CHECK			1,171.77
123792	9001	10/07/20	6096 FRONTLINE TECHNOLOGIES GR	20340	RPS HUMAN RESOURCES	4,472.80
123793	9001	10/07/20	5876 GINA R. YOWELL	20330	REIMBURSED8/3-31/2020	3.42
123793	9001	10/07/20	5876 GINA R. YOWELL	20330	REIMBURSED8/3-31/2020	4.45
123793	9001	10/07/20	5876 GINA R. YOWELL	20330	REIMBURSED8/3-31/2020	5.47
123793	9001	10/07/20	5876 GINA R. YOWELL	20330	REIMBURSED8/3-31/2020	6.50
123793	9001	10/07/20	5876 GINA R. YOWELL	20330	REIMBURSED8/3-31/2020	7.18
123793	9001	10/07/20	5876 GINA R. YOWELL	20330	REIMBURSED8/3-31/2020	7.18
			TOTAL CHECK			34.20
123794	9001	10/07/20	2781 HOPE MEDICAL OUTREACH COA	20320	RPS ELL DEPT. MEAD	43.75
123794	9001	10/07/20	2781 HOPE MEDICAL OUTREACH COA	20320	RPS ELL DEPT. MOCK	43.75
123794	9001	10/07/20	2781 HOPE MEDICAL OUTREACH COA	20320	RPS ELL DEPT. MS	140.00
123794	9001	10/07/20	2781 HOPE MEDICAL OUTREACH COA	20320	RPS STUDENT SERVICES	35.00
			TOTAL CHECK			262.50
123795	9001	10/07/20	2715 HY-VEE GAS	20610	RPS STUDENT SERVICES	22.84
123795	9001	10/07/20	2715 HY-VEE GAS	20626	RPS TRANSPORTATION AC	36.46
123795	9001	10/07/20	2715 HY-VEE GAS	20510	RPS TRANSPORTATION OE	1,142.97
123795	9001	10/07/20	2715 HY-VEE GAS	20626	RPS TRANSPORTATION SP	1,940.50
123795	9001	10/07/20	2715 HY-VEE GAS	20630	RPS MIDDLE SCHOOL	161.17
123795	9001	10/07/20	2715 HY-VEE GAS	20626	RPS MAINTENANCE DW	1,463.74
			TOTAL CHECK			4,767.68

FUND - 99 - DISBURSEMENT

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
123796	9001	10/07/20	5037 JUNIOR LIBRARY GUILD	20640	MEADOWS MW202114	659.40
123796	9001	10/07/20	5037 JUNIOR LIBRARY GUILD	20640	WILDEWOOD WW202105	659.40
TOTAL CHECK						1,318.80
123797	9001	10/07/20	7131 JUST FOR KIDS, INC.	20320	RPS SUBURBAN SCHOOLS	128.00
123798	9001	10/07/20	6600 JUSTIN DIGGINS	20332	REIMBUR8/27-9/24/2020	247.25
123799	9001	10/07/20	7292 KEVA PLANKS EDUCATION	20610	RPS CURR CU202108	64.79
123799	9001	10/07/20	7292 KEVA PLANKS EDUCATION	20610	RPS CURR CU202108	71.28
123799	9001	10/07/20	7292 KEVA PLANKS EDUCATION	20610	RPS CURR CU202108	98.28
123799	9001	10/07/20	7292 KEVA PLANKS EDUCATION	20610	RPS CURR CU202108	103.68
123799	9001	10/07/20	7292 KEVA PLANKS EDUCATION	20610	RPS CURR CU202108	117.72
123799	9001	10/07/20	7292 KEVA PLANKS EDUCATION	20610	RPS CURR CU202108	124.20
123799	9001	10/07/20	7292 KEVA PLANKS EDUCATION	20610	RPS CURR CU202108	152.28
123799	9001	10/07/20	7292 KEVA PLANKS EDUCATION	20610	RPS CURR CU202108	347.75
TOTAL CHECK						1,079.98
123800	9001	10/07/20	6278 KOLEY JESSEN PC LLO	20810	RPS GENERAL MATTERS	1,447.30
123800	9001	10/07/20	6278 KOLEY JESSEN PC LLO	20810	RPS PERSONNEL MATTERS	684.00
TOTAL CHECK						2,131.30
123801	9001	10/07/20	6111 LARSON SPEECH & LANGUAGE	20320	RPS STUDENT SERVICES	920.98
123801	9001	10/07/20	6111 LARSON SPEECH & LANGUAGE	20320	RPS STUDENT SERVICES	975.96
123801	9001	10/07/20	6111 LARSON SPEECH & LANGUAGE	20320	RPS STUDENT SERVICES	1,106.59
123801	9001	10/07/20	6111 LARSON SPEECH & LANGUAGE	20320	RPS STUDENT SERVICES	1,168.41
123801	9001	10/07/20	6111 LARSON SPEECH & LANGUAGE	20320	RPS STUDENT SERVICES	1,429.58
123801	9001	10/07/20	6111 LARSON SPEECH & LANGUAGE	20320	RPS STUDENT SERVICES	666.68
123801	9001	10/07/20	6111 LARSON SPEECH & LANGUAGE	20320	RPS STUDENT SERVICES	604.80
TOTAL CHECK						6,873.00
123802	9001	10/07/20	6583 M & M STAFFING, INC.	20352	RPS CUSTODIALC.PETER	297.75
123802	9001	10/07/20	6583 M & M STAFFING, INC.	20352	RPS CUSTODIAL C.PETER	218.35
TOTAL CHECK						516.10
123803	9001	10/07/20	5314 MADISON NATIONAL LIFE	9409	RPS DW OCTOBER2020PRE	11,022.09
123804	9001	10/07/20	7160 REBECCA LYNN MAYNARD	20251	REIMBURSED 3 HOURS	996.00
123805	9001	10/07/20	6502 MCGRAW HILL	20610	RPS STUD/SER SS202112	65.58
123806	9001	10/07/20	5926 MENARDS	20430	RPS MAINTENANCE MOCK	30.92
123806	9001	10/07/20	5926 MENARDS	20430	RPS MAINTENANCE RHS	10.20
123806	9001	10/07/20	5926 MENARDS	20610	RPS MAINTENANCE VMAC	3.97
123806	9001	10/07/20	5926 MENARDS	20610	RALSTON MIDDLE IT	65.55
TOTAL CHECK						110.64
123807	9001	10/07/20	834 METRO UTILITIES DISTRICT	20629	RPS 8545 PARK DRIVE	8.74
123807	9001	10/07/20	834 METRO UTILITIES DISTRICT	20621	RPS 8545 PARK DRIVE	34.94
123807	9001	10/07/20	834 METRO UTILITIES DISTRICT	20629	RPS 5100 SOUTH 93RD	239.60
123807	9001	10/07/20	834 METRO UTILITIES DISTRICT	20621	RPS 5100 SOUTH 93RD	958.40
123807	9001	10/07/20	834 METRO UTILITIES DISTRICT	20629	RPS 8969 PARK DRIVE	22.00
123807	9001	10/07/20	834 METRO UTILITIES DISTRICT	20621	RPS 8969 PARK DRIVE	88.00
123807	9001	10/07/20	834 METRO UTILITIES DISTRICT	20621	RPS 8969 PARK DRIVE	9.60
123807	9001	10/07/20	834 METRO UTILITIES DISTRICT	20629	RPS 8969 PARK DRIVE	2.40
123807	9001	10/07/20	834 METRO UTILITIES DISTRICT	20621	RPS 6240 H STREET	1,188.80

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CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20629	RPS 6240 H STREET	297.20
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20621	RPS 6240 H STREET	338.40
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20629	RPS 6240 H STREET	84.60
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20629	RPS 9205 BERRY STREET	226.00
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20621	RPS 9205 BERRY STREET	904.00
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20621	RPS 7900 SEYMOUR ST	317.60
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20629	RPS 7900 SEYMOUR ST	79.40
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20621	RPS 8023 RALSTON AVE	204.00
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20629	RPS 8023 RALSTON AVE	51.00
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20629	RPS 8202 LAKEVIEW ST	438.60
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20621	RPS 8202 LAKEVIEW ST	1,754.40
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20629	RPS 8202 LAKEVIEW ST	32.20
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20621	RPS 8202 LAKEVIEW ST	128.80
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20629	RPS 10310 MOCKINGBIRD	402.20
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20621	RPS 10310 MOCKINGBIRD	1,608.80
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20629	RPS 8545 PARK DRIVE	44.80
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20621	RPS 8545 PARK DRIVE	179.20
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20621	RPS 8801 PARK DRIVE	202.40
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20629	RPS 8801 PARK DRIVE	50.60
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20629	RPS 8901 PARK DRIVE	268.40
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20621	RPS 8901 PARK DRIVE	1,073.60
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20621	RPS 8901 PARK DRIVE	413.60
123807	9001	10/07/20	METRO UTILITIES DISTRICT	20629	RPS 8901 PARK DRIVE	103.40
TOTAL CHECK						11,755.68
123808	9001	10/07/20	DIANE MEYER	20333	REIMBUR8/17-9/15/2020	162.78
123809	9001	10/07/20	KIMBERLEE M MILLER	20333	REIMBUR8/14-9/17/2020	1,282.31
123810	9001	10/07/20	NCS PEARSON INC	20610	RPS STUD/SER SS202115	47.60
123810	9001	10/07/20	NCS PEARSON INC	20610	RPS STUD/SER SS202115	52.29
123810	9001	10/07/20	NCS PEARSON INC	20610	RPS STUD/SER SS202115	90.95
123810	9001	10/07/20	NCS PEARSON INC	20610	RPS STUD/SER SS202115	86.27
123810	9001	10/07/20	NCS PEARSON INC	20610	RPS STUD/SER SS202115	76.07
123810	9001	10/07/20	NCS PEARSON INC	20610	RPS STUD/SER SS202115	71.82
TOTAL CHECK						425.00
123811	9001	10/07/20	NEFF TOWING INC	20430	RPS TRANSPORTATON B2	100.00
123812	9001	10/07/20	KELSY NEIL	20333	REIMBUR8/20-9/17/2020	425.39
123813	9001	10/07/20	NSBA	20810	RPS SCHOOL BOARD	4,165.00
123814	9001	10/07/20	OFFICE DEPOT	20610	RPS ADMIN CO202101	219.78
123814	9001	10/07/20	OFFICE DEPOT	20610	RPS STUD/SER SS202117	14.00
123814	9001	10/07/20	OFFICE DEPOT	20610	RPS STUD/SER SS202117	5.60
123814	9001	10/07/20	OFFICE DEPOT	20610	KARENWESTERN KW202106	83.32
123814	9001	10/07/20	OFFICE DEPOT	20610	RALSTON HIGH HS202150	320.57
123814	9001	10/07/20	OFFICE DEPOT	20610	RALSTON HIGH HS202150	54.25
123814	9001	10/07/20	OFFICE DEPOT	20610	BLUMFIELD BL202107	110.03
123814	9001	10/07/20	OFFICE DEPOT	20650	WILDEWOOD WW202104	71.63
123814	9001	10/07/20	OFFICE DEPOT	20610	RALSTONMIDDLEMS202126	72.98
123814	9001	10/07/20	OFFICE DEPOT	20610	RPS ADMIN CO202102	59.99
123814	9001	10/07/20	OFFICE DEPOT	20610	RALSTON HIGH HS202168	61.61
TOTAL CHECK						1,073.76

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CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
123815	9001	10/07/20	940 OMAHA WINNELSON	20430	RPS MAINTENANCE VMAC	227.10
123816	9001	10/07/20	5442 PAR	20610	RPS STUD/SER SS202118	54.00
123817	9001	10/07/20	4123 PREMIER BUSINESS SERVICES	20610	RALSTON HIGH HS210067	200.00
123817	9001	10/07/20	4123 PREMIER BUSINESS SERVICES	20642	RALSTON HIGH HS210067	445.06
TOTAL CHECK						645.06
123818	9001	10/07/20	3989 PRIME COMMUNICATIONS	20382	RPS TECHNOLOGY DEPT.	10,287.74
123818	9001	10/07/20	3989 PRIME COMMUNICATIONS	20734	RPS TECHNOLOGY RHS	260.00
123818	9001	10/07/20	3989 PRIME COMMUNICATIONS	20382	PRS TECHNOLOGY DEPT.	10,012.00
TOTAL CHECK						20,559.74
123819	9001	10/07/20	1070 PRO-ED, INC.	20610	RPS STUD/SER SS202105	89.19
123819	9001	10/07/20	1070 PRO-ED, INC.	20610	RPS STUD/SER SS202105	97.95
123819	9001	10/07/20	1070 PRO-ED, INC.	20610	RPS STUD/SER SS202105	134.59
123819	9001	10/07/20	1070 PRO-ED, INC.	20610	RPS STUD/SER SS202105	142.56
123819	9001	10/07/20	1070 PRO-ED, INC.	20610	RPS STUD/SER SS202105	161.68
123819	9001	10/07/20	1070 PRO-ED, INC.	20610	RPS STUD/SER SS202105	170.43
TOTAL CHECK						796.40
123820	9001	10/07/20	6978 REALLY GREAT READING COMP	20610	RPS STUD/SER SS202111	3,915.72
123820	9001	10/07/20	6978 REALLY GREAT READING COMP	20610	RPS STUD/SER SS202111	4,300.29
123820	9001	10/07/20	6978 REALLY GREAT READING COMP	20610	RPS STUD/SER SS202111	5,908.53
123820	9001	10/07/20	6978 REALLY GREAT READING COMP	20610	RPS STUD/SER SS202111	6,258.15
123820	9001	10/07/20	6978 REALLY GREAT READING COMP	20610	RPS STUD/SER SS202111	7,097.23
123820	9001	10/07/20	6978 REALLY GREAT READING COMP	20610	RPS STUD/SER SS202111	7,481.84
TOTAL CHECK						34,961.76
123821	9001	10/07/20	3341 JENNIFER A REED	20251	REIMBURSED 3 HOURS	996.00
123822	9001	10/07/20	4913 SCHMITT MUSIC	20610	RALSTON HIGH HS202157	11.70
123822	9001	10/07/20	4913 SCHMITT MUSIC	20610	RALSTON HIGH HS202158	360.00
TOTAL CHECK						371.70
123823	9001	10/07/20	1111 SCHOOL SPECIALTY	20610	RPS STUD/SER SS202092	59.86
123823	9001	10/07/20	1111 SCHOOL SPECIALTY	20610	RPS STUD/SERVSS202100	11.42
123823	9001	10/07/20	1111 SCHOOL SPECIALTY	20610	RPS STUD/SER SS202100	11.42
TOTAL CHECK						82.70
123824	9001	10/07/20	6968 ELIZABETH R SCHOOLER	20333	REIMBUR8/11-9/15/2020	11.90
123824	9001	10/07/20	6968 ELIZABETH R SCHOOLER	20333	REIMBUR8/11-9/15/2020	13.10
123824	9001	10/07/20	6968 ELIZABETH R SCHOOLER	20333	REIMBUR8/11-9/15/2020	18.06
123824	9001	10/07/20	6968 ELIZABETH R SCHOOLER	20333	REIMBUR8/11-9/15/2020	19.05
123824	9001	10/07/20	6968 ELIZABETH R SCHOOLER	20333	REIMBUR8/11-9/15/2020	21.63
123824	9001	10/07/20	6968 ELIZABETH R SCHOOLER	20333	REIMBUR8/11-9/15/2020	22.81
123824	9001	10/07/20	6968 ELIZABETH R SCHOOLER	20333	REIMBUR8/11-9/15/2020	27.98
123824	9001	10/07/20	6968 ELIZABETH R SCHOOLER	20333	REIMBUR8/11-9/15/2020	63.89
TOTAL CHECK						198.42
123825	9001	10/07/20	7067 SHELL FLEET PLUS	20626	RPS TRANSPORTATION AC	108.72
123826	9001	10/07/20	7302 SKETCHFORSCHOOLS PUBLISHI	20610	RALSTONMIDDLEMS202115	369.60
123827	9001	10/07/20	3360 SOLUTION TREE	20320	RPS CURR CU202106	1,096.28
123827	9001	10/07/20	3360 SOLUTION TREE	20320	RPS CURR CU202106	2,503.55

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CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
123827	9001	10/07/20	3360 SOLUTION TREE	20320	RPS CURR CU202106	466.50
123827	9001	10/07/20	3360 SOLUTION TREE	20320	RPS CURR CU202106	513.15
123827	9001	10/07/20	3360 SOLUTION TREE	20320	RPS CURR CU202106	707.52
123827	9001	10/07/20	3360 SOLUTION TREE	20320	RPS CURR CU202106	746.40
123827	9001	10/07/20	3360 SOLUTION TREE	20320	RPS CURR CU202106	847.48
123827	9001	10/07/20	3360 SOLUTION TREE	20320	RPS CURR CU202106	894.12
TOTAL CHECK						7,775.00
123828	9001	10/07/20	7140 SUBURBAN NEWSPAPERS	20540	RPS BOE LEGALS	98.92
123828	9001	10/07/20	7140 SUBURBAN NEWSPAPERS	20540	RPS BOE LEGALS	11.61
TOTAL CHECK						110.53
123829	9001	10/07/20	7303 SUZANNE FOUST	20610	REIMBURSED BALANCE	34.50
123830	9001	10/07/20	7255 SYMMETRY ENERGY SOLUTIONS	20621	RPS HIGH SCHOOL	435.80
123830	9001	10/07/20	7255 SYMMETRY ENERGY SOLUTIONS	20621	RPS MIDDLE SCHOOL	94.79
123830	9001	10/07/20	7255 SYMMETRY ENERGY SOLUTIONS	20621	RPS SEYMOUR	92.80
123830	9001	10/07/20	7255 SYMMETRY ENERGY SOLUTIONS	20621	RPS WILDEWOOD	123.00
TOTAL CHECK						746.39
123831	9001	10/07/20	7256 TBS LAB PRODUCTS LLC	20610	RPS ADMIN/VMAC MASKS	1,425.65
123832	9001	10/07/20	6516 KILEY M THALKEN	20333	REIMBUR8/31-9/17/2020	158.87
123833	9001	10/07/20	5094 TIARRA MCGOWAN	20333	REIMBUR8/21-9/18/2020	343.79
123834	9001	10/07/20	7301 TAYLYNN N TIPTON	20251	REIMBURSED 9 HOUS	1,347.00
123835	9001	10/07/20	6034 TRUCK CENTER COMPANIES	20430	RPS TRANSPORTATION B4	322.00
123835	9001	10/07/20	6034 TRUCK CENTER COMPANIES	20430	RPS TRANSPORTATION B3	4,502.68
123835	9001	10/07/20	6034 TRUCK CENTER COMPANIES	20430	RPS TRANSPORTATION B2	3,417.46
123835	9001	10/07/20	6034 TRUCK CENTER COMPANIES	20430	RPS TRANSPORTATION B7	4,536.09
123835	9001	10/07/20	6034 TRUCK CENTER COMPANIES	20430	RPS TRANSPORTATION B2	188.34
123835	9001	10/07/20	6034 TRUCK CENTER COMPANIES	20430	RPS TRANSPORTATION B4	994.65
TOTAL CHECK						13,961.22
123836	9001	10/07/20	4832 VERIZON WIRELESS	20610	RPS DW HOTSPOTS (25)	1,000.25
123836	9001	10/07/20	4832 VERIZON WIRELESS	20610	RPS DW HOTSPOTS (FEE)	1.69
123836	9001	10/07/20	4832 VERIZON WIRELESS	20530	RPS FOOD SERVICES 2	29.11
123836	9001	10/07/20	4832 VERIZON WIRELESS	20530	RPS TRANSPORTATION AC	102.28
123836	9001	10/07/20	4832 VERIZON WIRELESS	20530	RPS TRANSPORTATION SP	460.26
TOTAL CHECK						1,593.59
123837	9001	10/07/20	6317 VISION SERVICE PLAN	9409	RPS OCTOBER 2020 PREM	3,162.52
123837	9001	10/07/20	6317 VISION SERVICE PLAN	9409	RPS OCTOBER 2020 PREM	37.74
TOTAL CHECK						3,200.26
123838	9001	10/07/20	1287 WESTERN PSYCHOLOGICAL SER	20610	RPS STUD/SER SS202110	79.27
123838	9001	10/07/20	1287 WESTERN PSYCHOLOGICAL SER	20610	RPS STUD/SER SS202110	87.20
123838	9001	10/07/20	1287 WESTERN PSYCHOLOGICAL SER	20610	RPS STUD/SER SS202110	120.23
123838	9001	10/07/20	1287 WESTERN PSYCHOLOGICAL SER	20610	RPS STUD/SER SS202110	126.84
123838	9001	10/07/20	1287 WESTERN PSYCHOLOGICAL SER	20610	RPS STUD/SER SS202110	144.01
123838	9001	10/07/20	1287 WESTERN PSYCHOLOGICAL SER	20610	RPS STUD/SER SS202110	151.94
123838	9001	10/07/20	1287 WESTERN PSYCHOLOGICAL SER	20610	RPS STUD/SER SS202110	186.29
123838	9001	10/07/20	1287 WESTERN PSYCHOLOGICAL SER	20610	RPS STUD/SER SS202110	425.42
TOTAL CHECK						1,321.20

EFINANCE - POWERSCHOOL
DATE: 10/07/2020
TIME: 13:59:14

RALSTON PUBLIC SCHOOLS
CHECK REGISTER

PAGE NUMBER: 9
VENCHK11
ACCOUNTING PERIOD: 2/21

FUND - 99 - DISBURSEMENT

CHECK NUMBER	CASH ACCT	DATE ISSUED	-----VENDOR-----	ACCT	-----DESCRIPTION-----	AMOUNT
123839	9001	10/07/20	6229 WORK FIT INC	20340	RPS HUMAN RESOURCES	65.00
123840	9001	10/07/20	6866 ZTRIP NE	20510	RPS TRANSPORTATION SS	1,492.59
TOTAL FUND						187,695.81
TOTAL REPORT						203,370.81

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

	08/31/2020 Thru 09/30/2020	08/31/2019 Thru 09/30/2019
Book Balance - Beginning of month	\$6,752,155.36	\$5,918,079.80
Total Receipts	\$1,575,649.25	\$1,247,194.78
Monthly Disbursements	<u>(3,687,570.24)</u>	<u>(3,485,350.43)</u>
Reconciled Book Balance - End of Month	\$4,640,234.37	\$3,679,924.15
Building fund loan	\$0.00	\$0.00
Depreciation fund loan	\$0.00	\$0.00
Transfer to Depreciation	\$0.00	\$0.00
Actual Book Balance - End of Month	\$4,640,234.37	\$3,679,924.15
Bank Balance -Beginning of month	\$7,564,815.29	\$5,548,504.86
Deposits	\$1,542,959.05	\$1,675,963.09
Interest	<u>1,283.76</u>	<u>1,866.84</u>
Total Receipts	1,544,242.81	1,677,829.93
Total Warrants	<u>(3,452,452.82)</u>	<u>(2,678,296.48)</u>
Bank Balance - End of month	5,656,605.28	4,548,038.31
Outstanding deposits	74,662.34	0.00
Less Outstanding Checks/Wires	<u>(1,091,033.25)</u>	<u>(868,114.16)</u>
Reconciled Bank Balance - End of month	\$4,640,234.37	\$3,679,924.15

RECEIPTS

ACCOUNT	ANTICIPATED	M-T-D RECEIVED 2020-21	Y-T-D RECEIVED 2020-21	Y-T-D RECEIVED 2019-20	Year To Date %Received	
					2020-21	2019-20
Local District Taxes	\$19,481,802	\$1,233,667.96	\$1,233,667.96	\$650,546	6.8%	3.6%
Pro-Rata Motor Vehicle Tax	\$30,000	\$0.00	\$0.00	\$0	0.0%	0.0%
Motor Vehicle Tax	\$2,365,735	\$256,277.74	\$256,277.74	\$334,366	9.7%	12.7%
Homestead Exemption Tax	\$250,000	\$0.00	\$0.00	\$0	0.0%	0.0%
Tuition from Individuals	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
Tuition (Other Dist)	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
Interest on Investments	\$6,000	\$1,283.76	\$1,283.76	\$1,867	12.8%	18.7%
Local License/Police Court	\$36,000	\$3,898.93	\$3,898.93	\$5,514	9.7%	13.8%
Other Local Revenue	\$8,000	\$0.00	\$0.00	\$0	0.0%	0.0%
County Fines & Licenses	\$70,550	\$5,971.09	\$5,971.09	\$9,743	7.2%	11.7%
State Aid	\$11,164,498	\$0.00	\$0.00	\$0	0.0%	0.0%
Spec Ed Programs	\$2,100,000	\$0.00	\$0.00	\$0	0.0%	0.0%
Special Ed Transportation	\$165,000	\$0.00	\$0.00	\$0	0.0%	0.0%
State Apportionment	\$400,000	\$0.00	\$0.00	\$0	0.0%	0.0%
Public Power Dist Sales Tax	\$425,000	\$7.43	\$7.43	\$7	0.0%	0.0%
Cash Reserve	\$1,049,445	\$0.00	\$0.00	\$0	0.0%	0.0%
TOTAL	\$37,552,030	\$1,501,106.91	\$1,501,106.91	\$1,002,043.05	4.1%	2.7%

DISBURSEMENTS

CATEGORY	BUDGET	M-T-D DISBURSED 2020-21	Y-T-D DISBURSED 2020-21	Y-T-D DISBURSED 2019-20	Year To Date % Disbursed	
					2020-21	2019-20
Instructional Services	\$19,104,897	\$1,561,613.72	\$1,561,613.72	\$1,503,134	8.2%	8.2%
Support Services						
Special Education	\$5,655,708	\$390,207.37	\$390,207.37	\$365,077	6.9%	6.4%
Pupil Services	\$1,288,014	\$102,112.56	\$102,112.56	\$99,524	7.9%	8.0%
Staff Services	\$2,170,096	\$156,485.49	\$156,485.49	\$144,682	7.2%	6.8%
General Administration	\$1,016,868	\$67,654.79	\$67,654.79	\$68,059	6.7%	7.0%
School Administration	\$2,308,941	\$203,010.55	\$203,010.55	\$187,795	8.8%	8.6%
Business	\$763,375	\$39,825.08	\$39,825.08	\$36,015	5.2%	4.9%
Operation of Plant	\$3,048,939	\$250,836.95	\$250,836.95	\$247,883	8.2%	8.4%
Maintenance of Plant	\$937,107	\$73,890.78	\$73,890.78	\$69,208	7.9%	7.6%
Pupil Transportation	\$1,258,085	\$31,296.25	\$31,296.25	\$38,442	2.5%	3.1%
TOTAL	\$37,552,030	\$2,876,933.54	\$2,876,933.54	\$2,759,819.29	7.7%	7.6%
REVENUE OVER EXPENSE	(\$0)	(\$1,375,827)	(\$1,375,827)	(\$1,757,776)	-3.5%	-4.8%

Ralston Schools Building Fund
Sep-20

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Aug	Sept	Sept	Sept
BUILDING FUND	\$499,701.16	\$36,690.27	(397,402.78)	\$138,988.65
NSDLAF	\$20,637.64	\$0.00	-	\$20,637.64
TOTAL	\$520,338.80	\$36,690.27	(397,402.78)	\$159,626.29

RALSTON SCHOOLS BOND FUND
Sep-20

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Aug	Sep	Sep	Sep
BOND FUND	\$5,602,233.15	221,187.08	-	\$5,823,420.23
INVESTED -US Treas Bills	-	-	-	\$0.00
TOTAL	\$5,602,233.15	\$221,187.08	-	\$5,823,420.23

LUNCH PROGRAM INCOME STATEMENT

	Sep-20	2020-21 YTD
Revenues:		
Lunch program	\$15,683.82	\$15,683.82
Federal funding	0.00	\$0.00
Catering income	0.00	\$0.00
Interest	2.15	\$2.15
Grants	0.00	\$0.00
Total Revenues	<u>\$15,685.97</u>	<u>\$15,685.97</u>
Expenses:		
Salaries	\$65,076.52	\$65,076.52
Supplies	35,826.82	\$35,826.82
Repairs/Equip	8,596.65	\$8,596.65
Miscellaneous	1,420.89	\$1,420.89
Total Expenses	<u>\$110,920.88</u>	<u>\$110,920.88</u>
Net Income (Loss)	<u>(\$95,234.91)</u>	<u>(\$95,234.91)</u>

Ralston Schools Quality Capital Purpose Undertaking Fund
Sep-20

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Aug	Sept	Sept	Sept
QCPU FUND	\$ 441,046.97	\$ 24,096.15	\$ -	\$ 465,143.12
QCPUF BOND FUND	\$ 2,137,679.17	\$ -	\$ -	\$ 2,137,679.17
TOTAL	\$ 2,578,726.14	\$ 24,096.15	\$ -	\$ 2,602,822.29

Ralston Schools Depreciation Fund
Sep-20

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Aug	Sept	Sept	Sept
Depreciation Fund	\$ 2,382,777.32	\$ 42,423.59	\$ (1,600.00)	\$ 2,423,600.91
TOTAL	\$2,382,777.32	\$42,423.59	(\$1,600.00)	\$2,423,600.91

RALSTON SCHOOLS ELEMENTARY ACTIVITY FUNDS

30-Sep-20

FUND NAMES	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Aug	Sept	Sept	Sept
ACTIVITY FUND/BLUMFIELD	5,398.19	8.63	0.00	\$5,406.82
ACTIVITY FUND/KAREN WESTERN	1,258.98	10.00	89.30	\$1,179.68
ACTIVITY FUND/MEADOWS	8,199.79	131.39	1,117.00	\$7,214.18
ACTIVITY FUND/MOCKINGBIRD	4,861.21	212.37	0.00	\$5,073.58
ACTIVITY FUND/SEYMOUR	7,868.12	545.90	48.85	\$8,365.17
ACTIVITY FUND/WILDEWOOD	742.22	0.00	0.00	\$742.22
ACTIVITY FUND/OFFICE	16,506.07	93.93	4.14	\$16,595.86
ACTIVITY FUND/DEPRECIATION	8,017.37	0.00	0.00	\$8,017.37
INSTRUMENT RENTAL	20.70	0.00	0.00	\$20.70
ACTIVITY FUND/HILLCREST	326.85	0.00	0.00	\$326.85
ACTIVITY FUND/Middle School	23,267.77	257.13	0.00	\$23,524.90
ACTIVITY FUND/PARKING LOT	6,660.00	0.00	0.00	\$6,660.00
HIGH SCHOOL STUDENT FEES	(430.16)	0.00	0.00	(\$430.16)
MS STUDENT FEES	50.00	0.00	0.00	\$50.00
TOTAL	\$82,747.11	\$1,259.35	\$1,259.29	\$82,747.17
BANK BALANCE	\$83,726.62			
PLUS OUTSTANDING DEPOSITS	\$139.97			
LESS OUTSTANDING CHECKS	(\$1,119.42)			
TOTAL	\$82,747.17			

RALSTON HIGH SCHOOL ACTIVITY FUND

30-Sep-20

FUND NAME'S	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Aug	Sept	Sept	Sept
HIGH SCHOOL	240,683.38	16,928.37	(26,072.44)	231,539.31
TOTAL	\$240,683.38	16,928.37	(26,072.44)	\$231,539.31
1ST STATE BANK BALANCE	\$ 243,798.60			
Outstanding Checks	\$ (12,259.29)			
TOTAL	\$ 231,539.31			

Failing Grades Data Tracking

Students with 1 Failing Grade or More																														
2019-2020 Term 1 End Data				8/14/2020			8/21/2020			8/28/2020			9/4/2020			9/11/2020			9/18/2020			9/25/2020			10/2/2020			10/9/2020		
	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students			
7th	27	252	11%	1	244	0%	68	247	28%	57	247	23%	76	247	31%	91	249	37%	73	248	29%	62	248	25%	63	249	25%	60	250	24%
8th	84	222	38%	2	241	1%	52	241	22%	77	242	32%	102	242	42%	130	241	54%	142	242	59%	127	243	52%	117	243	48%	112	243	46%
9th	46	240	19%	37	226	16%	101	227	44%	128	228	56%	133	228	58%	127	228	56%	117	228	51%	117	228	51%	120	228	53%	111	228	49%
10th	41	251	16%	64	237	27%	113	237	48%	125	237	53%	123	237	52%	115	236	49%	111	237	47%	113	238	47%	114	238	48%	102	238	43%
11th	39	257	15%	51	245	21%	100	246	41%	112	246	46%	110	246	45%	111	246	45%	107	246	43%	110	246	45%	105	245	43%	102	245	42%
12th	45	279	16%	49	280	18%	99	280	35%	90	281	32%	93	281	33%	88	277	32%	91	278	33%	90	276	33%	88	276	32%	90	276	33%

Total Failing Grades										
Term 1 End 2019-2020	8/14/2020	8/21/2020	8/28/2020	9/4/2020	9/11/2020	9/18/2020	9/25/2020	10/2/2020	10/9/2020	
Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
7th	41	1	93	98	135	168	139	140	138	140
8th	178	2	75	128	205	302	370	318	287	268
RMS	219	3	168	226	340	470	509	458	425	408
9th	82	43	172	276	281	269	268	268	251	241
10th	74	84	185	259	259	255	245	256	251	228
11th	67	61	160	226	223	225	222	233	221	212
12th	88	55	152	162	175	172	177	173	176	165
RHS	311	243	669	923	938	921	912	930	899	846

Students with 1 Failing Grade or More																														
2018-2019 Term 1 End Data				8/16/2019			8/23/2019			8/30/2019			9/6/2019			9/13/2019			9/20/2019			9/27/2019			10/4/2019			10/11/2019		
	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students	Count	Total Student Count	Percent of Students
7th	20	226	9%	7	248	3%	77	248	31%	96	249	39%	88	249	35%	58	248	23%	67	249	27%	63	249	25%	47	252	19%	53	251	21%
8th	53	228	23%	15	220	7%	48	220	22%	129	220	59%	140	220	64%	113	221	51%	85	222	38%	105	223	47%	95	222	43%	97	222	44%
9th	27	244	11%	66	236	28%	71	237	30%	64	238	27%	82	238	34%	83	238	35%	78	240	33%	77	240	32%	80	242	33%	85	241	35%
10th	37	255	15%	80	255	31%	91	254	36%	78	253	31%	84	252	33%	80	252	32%	82	252	33%	82	252	33%	76	252	30%	80	251	32%
11th	50	264	19%	56	258	22%	84	257	33%	76	259	29%	85	259	33%	89	258	34%	85	258	33%	77	258	30%	84	259	32%	75	258	29%
12th	47	324	15%	53	287	18%	85	288	30%	89	287	31%	89	285	31%	89	285	31%	97	285	34%	93	285	33%	92	285	32%	87	285	31%

Total Failing Grades										
Term 1 End 2018-2019	8/16/2019	8/23/2019	8/30/2019	9/6/2019	9/13/2019	9/20/2019	9/27/2019	10/4/2019	10/11/2019	
Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count
7th	33	7	151	137	94	98	89	65	84	
8th	102	15	61	212	260	255	187	219	206	214
RMS	135	22	153	363	397	349	285	308	271	298
9th	40	85	101	110	128	129	134	142	158	164
10th	61	100	139	118	137	135	138	147	151	160
11th	87	73	128	119	137	163	159	146	163	152
12th	65	88	149	162	167	161	177	170	183	172
RHS	253	346	517	509	569	588	608	605	655	648



Ralston Public Schools COVID-19 Communications Dashboard



Definitions

Active Cases: The number of confirmed positive cases of students and staff within that building who have not yet been deemed as recovered. Those considered 'Active Cases' are required to **self-isolate**.

Recovered Cases: At least 10 days have passed since symptoms first appeared and have had no fever for at least 24 hours without using fever reducers, and other symptoms have improved.

Quarantined Cases: The number of cases that might have been exposed or in close contact with an individual who has tested positive. This count **DOES NOT** include Active Cases who are required to **self-isolate** due to testing positive.

Cumulative Confirmed Cases: Running total of the confirmed RPS staff/student cases from day-to-day.

**All data recorded beginning August 11, 2020 **

Ralston High School		Ralston Public Schools		Ralston Middle School	
Active	Recovered	Active	Recovered	Active	Recovered
3	5	4	16	0	1
Ralston Elementary Schools (Six Campus Locations)		Quarantined	Cumulative Confirmed	Ralston Schools Foundation and District Office	
Active	Recovered			Active	Recovered
1	7	112	20	0	3
The information in this dashboard is updated regularly with data from RPS and the DCHD.					



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: RPS Exposure Determination



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 hands upon 	<ul style="list-style-type: none"> Students and staff sanitize their hands upon

		<p>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>entering the building (i.e.- first classroom a student enters), entering and exiting individual classrooms, entering & exiting cafeteria, and exiting building. (70% alcohol)</p>
<p>Passing Periods</p>	<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.
<p>Busing</p>	<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 wiped down 	<ul style="list-style-type: none"> • Students are assigned seats and wear masks, staff also required to wear masks.. • Surfaces are wiped down between routes



		<ul style="list-style-type: none"> between routes 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 	<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 progress to first 	<ul style="list-style-type: none"> Social distancing practices will be in place for entering / exiting the building as much as possible Straight will progress to first



		<ul style="list-style-type: none"> period class Sanitize hands as students enter their first classroom. Staggered arrival and dismissal may be required. 	<ul style="list-style-type: none"> period class 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 & social media. 	<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 signs in

		<ul style="list-style-type: none"> • 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 	<p>bathrooms</p> <ul style="list-style-type: none"> • 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 available by 	<ul style="list-style-type: none"> • No mouth drinking from fountains • Water bottles are provided by students and families or made available by school building



		school building	
Visitors	<ul style="list-style-type: none"> No outside visitors on campus. 	<ul style="list-style-type: none"> No outside visitors on campus without 	<ul style="list-style-type: none"> Standard district protocols apply Pre screening of

	<ul style="list-style-type: none"> Limited building and campus use. 	<p>an advanced appointment.</p> <ul style="list-style-type: none"> Pre screening of visitors is required. 	<p>visitors is required.</p>
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 minutes), 	<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), restrooms cleaned



		restrooms cleaned during the day and in the evening. (EPA standard)	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



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 six (6) family members or close friends to purchase tickets. All six 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 six family members or close friends 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 six 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 or close friends attend the events.
- For outside events a home student section will be allowed with up to 100 students. For inside events a home student section will be allowed with up to 50 students. Students must wear masks at all times and are asked to social distance within the

student section as much as possible. Students are asked to not go on the field or court at any time.

- 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.
- Students in student sections must wear masks at all times.

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.

UPDATED 9/17/2020



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 de juego que permite a seis (6) miembros de la familia o amigos cercanos a comprar entradas. Las seis personas deben estar presentes cuando se compren 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 de juego para cada partido en casa en el deporte en el que participa su estudiante. RPS no tenemos partidos de campo traviesa o de golf. Para el tenis, RPS está pidiendo sólo seis miembros de la familia o amigos cercanos asistir, y los aficionados necesitan distancia social alrededor de las canchas.
- Para los aficionados visitantes, RPS usará la lista de los jugadores enviada por el equipo contrario para la asistencia. Los aficionados visitantes indicarán con qué jugador están relacionados y luego se les permitirá comprar hasta seis entradas. Todos los aficionados asociados con un jugador específico deben estar presentes cuando se compren las entradas, ya que el nombre de ese jugador será tachado y no se permitirían otras compras bajo el nombre de ese jugador. Pedimos que solo asistan a los eventos familiares inmediatos o amigos cercanos.

- Para eventos externos se permitirá una sección de estudiantes en casa con hasta 100 estudiantes. Para eventos internos se permitirá una sección de estudiantes en casa con hasta 50 estudiantes. Los estudiantes deben usar máscaras (cubre bocas) en todo momento y se les pide el distanciamiento social dentro de la sección de estudiantes tanto como sea posible. Se pide a los estudiantes que no vayan al campo o a la cancha en ningún momento.
- 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.
- Uso de máscaras (cubre bocas) se esperan de cualquier espectador que asista a las actividades en los lugares interiores. Para los lugares al aire libre, se espera que usen máscaras (cubre bocas) si no es posible el distanciamiento social.
- Los estudiantes en las secciones de los estudiantes deben usar máscaras (cubre bocas) en todo momento.

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 (cubre bocas) 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 (cubre bocas) 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.

ACTUALIZADO 17/09/2020



9-12 Student in Quarantine: Academic Procedures for Staff

Overview

If a student is in quarantine, we will be providing students the opportunity to stay current on learning that is occurring in the classroom through a webinar-like experience. This option is a short term way to navigate students falling behind in quarantine and alleviate the burden on teachers and students in trying to catch up. It is not intended to be a method to engage students at home fully into the classroom experience.

Before Class

- The teacher would share with the student a Zoom link to provide them the option to listen to the class when quarantined as well as the information sheet on what to expect when distance learning during quarantine.
- The teacher should continue to share assignments on Google Classroom like normal.
- Charge bluetooth microphone.
- Pair bluetooth microphone with computer before initial use (see bluetooth directions on how to pair a device).

During Class

- Students would Zoom in for their assigned class and the teacher would have access to a bluetooth microphone so the student could hear if the teacher is moving around the classroom.
- The Zoom would either display the presentation or the whiteboard.
- The student would listen to the content similar to how one would listen to an audio-recording.
- The teacher should mute students learning from home and turn off their video.
- The Zoom screen of students quarantined should not be projected.

After Class

- The student who is quarantined is expected to reach out to staff if they have questions or need follow-up support.



9-12 Student in Quarantine: Academic Procedures for Staff

A Few Notes

- If a student is sick and cannot engage in this, they are not expected to Zoom into the classroom. If students become ill during quarantine and cannot do this, they should communicate with their teacher.
- If a student has an interpreter, the Zoom would focus on the interpreter.
- There may be certain courses or times within a course where this is not feasible to do given the content (i.e. Team Sports) or environment (i.e. Construction class). If this is the case, the teacher is expected to work with the student to navigate catching up when they return or modifying assignments.



9-12 EXTENDED CAMPUS LEARNING - TERM 2

- *The Program follows an everyday schedule*
- *Minimum of 2 courses should be with a Ralston teacher*

Request window: September 21 - October 2

TO REGISTER:

1. Enroll at [RalstonPublicSchools.org](https://www.ralstonschools.org)
2. School counselor will reach out and discuss schedule options
3. Enrollment change will be processed and schedule will be finalized (*may take 2 days*)
4. Family will review schedule in R-Kids
5. Course instructor will email a start date and Zoom links

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

**Daily attendance is
required*

Technology Help:

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



K-8 Student(s)/Staff in Quarantine: Academic Procedures for Staff

Overview - Student Quarantine

If a student or teacher is in quarantine and healthy, we will be providing students the option to stay connected and current on learning. This option is a short term way to navigate students falling behind in quarantine and alleviate the burden on teachers and students in trying to catch up. It is not intended to be a method to engage students at home fully into the classroom experience.

- **K-6.** The District Nurse/ Health Office informs the Administration, Building Secretary, and Classroom Teacher of students that are being placed on quarantine. The teacher and principal should coordinate a way to support the family based on the students individual circumstances. The following considerations should be made if a student is able to engage in this work.
 - Students may Zoom into the classroom and participate in Morning Meeting.
 - It is recommended that K-2 focus on phonological awareness
 - If possible, schedule a short window of time to connect with the student either through having the student listen to the class lesson or meeting with the student individually/ in a small group for a period of time (i.e. 10 minutes to deliver direct instruction on a major component needed to complete asynchronous work)
 - Have the student complete the asynchronous work (it is not recommended to create additional asynchronous work for the student)
 - Intervention, EL, and Special Education services should continue
- **7-8.** The District Nurse/ Health Office informs Administration, Attendance Secretary and School Counselor of students that are being placed on quarantine. The School Counselor then will communicate with staff regarding what students are on quarantine.
 - A teacher will be identified as being the primary communicator with a family.
 - Students should continue to complete asynchronous work.
 - Staff should work with families to navigate whether Zoom, connecting via email, or finding a time to meet virtually is appropriate.
 - Intervention, EL, and Special Education services should continue
 - Flexibility will be provided if assignments are completed late.



K-8 Student(s)/Staff in Quarantine: Academic Procedures for Staff

Other Considerations

- This is not intended for students who are ill.
- This is an option, and not required. Families all navigate quarantine differently, so connecting with the family to see what works is recommended.
- Students should NOT be on Zoom all day and the teacher is not expected to navigate running two classrooms (online and in person).
- This option is only for students on quarantine due to COVID-19 and is not to continue beyond the quarantine end date.
- Staff are not expected to meet with a student during plan time. Consideration of meeting with a student during the reading block or math block on their in person day is recommended.
- Staff are not expected to make significant alterations to the class schedule.

Overview - Teacher Quarantine Options for Teaching & Learning

- If a teacher is quarantined (not sick) and students are also quarantined the teacher would teach normal lessons from home via Zoom and include all students who are quarantined.
- If a teacher is quarantined (not sick) and students are not quarantined, the teacher teaches normal lessons via Zoom and a para/specialist monitors the room.
- If the teacher is quarantined (not sick), and some students are quarantined but others at school. Teacher teaches normal lessons via Zoom. Quarantined students view lessons at home via Zoom. In-class students learn via Zoom while a para/specialist monitors the classroom.
- If the same grade has one teacher who is sick, and another who is quarantined (not sick) in addition to some students being quarantined and some are at school the teacher who is not sick teaches via Zoom to both sections of students. Quarantined students learn from home via Zoom and in person students learn at school via Zoom while para/specialist monitors.
 - Note: Based on the negotiated contract this option would meet the coverage of two classrooms, meaning the teacher covering would be compensated accordingly.

HOW TO NAVIGATE RHS CLASSES WHILE IN QUARANTINE



If you are healthy, you can continue to participate in class from home by listening to the classroom instruction in a live webinar-like audio recording. Your teacher will wear a microphone so you can hear no matter where in the room they are. If you become ill during quarantine, please let your teacher know as you are not expected to be on Zoom if you are ill.

How do I get started?

- If you are quarantined, your teacher will connect with you to see if you are healthy enough to join class to listen to instruction.
- On your designated day and time for class, you will log into the Zoom link provided by your teacher.

What will it look like being in class during quarantine?

- Your video and audio will be turned off
- Your teacher will project a presentation, screen, or the whiteboard for you to view
- Other students won't see you on quarantine and you won't see them, you will just be listening and viewing what is projected on the whiteboard or shared via a presentation

What if I have questions?

- You are encouraged to check in with your teacher via email if you have any questions

How will I participate in class?

- Participation will be limited to listening during this time. You will not be engaging in the activities with your classmates, you will just be listening so you can stay caught up in your classes.



Can I Zoom into all courses?

- Certain courses are not conducive to video conferencing due to the noise or the activities that students are doing in the classroom. If this is the case, your teacher will let you know that Zoom is not an option for the course.



7-8 EXTENDED CAMPUS LEARNING

The Program follows the Red Square, Blue Triangle schedule and includes English Language Arts, Math, Science, & Social Studies.

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 and schedule will be developed *(may take 2 days)*
4. Family will review schedule in R-Kids
5. Administrator will email a start date and Zoom links

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*

Technology Help:

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



APRENDIZAJE EXTENDIDO DEL CAMPUS DE 7-8

El programa sigue el horario del Cuadro Rojo, el Triángulo Azul e incluye Artes del Lenguaje de Inglés, Matemáticas, Ciencias, y Estudios Sociales.

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 inscripción y se desarrollará un horario (puede demorar 2 días)
4. La familia revisará el horario en R-Kids
5. El administrador enviará por correo electrónico una fecha de inicio y enlaces de Zoom

Ayuda tecnológica:

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

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*

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



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

	2017-2018			2018-2019			2019-2020			2020-2021		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring (no assmt due to COVID)	Fall	Winter	Spring
Grades Assessed	K-10	K-8	K-10	K-8	K-10	K-10	K-8	K-10	K-10	K-10	K-10	K-10
Class of 2032										Kindergarten		
Reading Proficiency										70%		
Reading Growth												
Reading Condition Growth Index												
Math Proficiency										59%		
Math Growth												
Math Conditional Growth Index												
Class of 2032							Kindergarten			1st Grade		
Reading Proficiency							55%	55%		49%		
Reading Growth								55%				
Reading Condition Growth Index												
Math Proficiency							53%	55%		56%		
Math Growth								56%				
Math Conditional Growth Index												
Class of 2031				Kindergarten			1st Grade			2nd Grade *2-5		
Reading Proficiency				53%	45%	58%	51%	49%		40%		
Reading Growth						58%		50%				
Reading Condition Growth Index						.84						
Math Proficiency				43%	43%	65%	48%	56%		38%		
Math Growth						70%		58%				
Math Conditional Growth Index						2.16						
Class of 2030	Kindergarten			1st Grade			2nd Grade *2-5			3rd Grade		
Reading Proficiency	61%	65%	71%	59%	54%	61%	49%	60%		60%		
Reading Growth			64%			58%		51%				
Reading Condition Growth Index			1.22			.88						
Math Proficiency	47%	58%	79%	55%	64%	62%	46%	55%		48%		
Math Growth			77%			60%		57%				
Math Conditional Growth Index			3.10			1.15						
Class of 2029	1st Grade			2nd Grade *2-5			3rd Grade			4th Grade		
Reading Proficiency	55%	56%	62%	48%	55%	59%	60%	61%		61%		
Reading Growth			57%			66%		48%				
Reading Condition Growth Index			1.12			1.42						
Math Proficiency	52%	61%	65%	43%	47%	64%	42%	65%		48%		
Math Growth			58%			69%		57%				
Math Conditional Growth Index			1.04			1.47						
Class of 2028	2nd Grade *MPG			3rd Grade			4th Grade			5th Grade		
Reading Proficiency	67%	66%	65%	56%	55%	60%	55%	61%		61%		
Reading Growth			53%			50%		57%				
Reading Condition Growth Index			-0.04			.15						
Math Proficiency	65%	65%	71%	50%	51%	52%	54%	54%		52%		
Math Growth			69%			49%		57%				
Math Conditional Growth Index			1.85			.71						
Class of 2027	3rd Grade			4th Grade			5th Grade			6th Grade		
Reading Proficiency	60%	61%	64%	58%	61%	62%	56%	60%		61%		
Reading Growth			58%			60%		52%				
Reading Condition Growth Index			.29			1.06						
Math Proficiency	51%	47%	57%	56%	57%	61%	61%	60%		59%		

	2017-2018			2018-2019			2019-2020			2020-2021						
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring (no assmt due to COVID)	Fall	Winter	Spring				
Grades Assessed	K-10	K-8	K-10	K-8	K-10	K-10	K-8	K-10	K-10	K-10	K-10	K-10				
Math Growth			54%			60%		50%								
Math Conditional Growth Index			0.55			1.11										
Class of 2026	4th Grade			5th Grade			6th Grade			7th Grade						
Reading Proficiency	61%	61%	59%	55%	55%	57%	58%	57%		60%						
Reading Growth			48%			54%		48%								
Reading Condition Growth Index			-0.38			0.54										
Math Proficiency	52%	52%	52%	50%	48%	50%	50%	55%		49%						
Math Growth			50%			50%		64%								
Math Conditional Growth Index			0.55			0.26										
Class of 2025	5th Grade			6th Grade			7th Grade			8th Grade						
Reading Proficiency	61%	56%	57%	59%	62%	62%	68%	61%		62%						
Reading Growth			51%			67%		49%								
Reading Condition Growth Index			-0.15			1.30										
Math Proficiency	51%	49%	53%	57%	54%	63%	59%	56%		60%						
Math Growth			54%			63%		50%								
Math Conditional Growth Index			0.56			1.42										
Class of 2024	6th Grade			7th Grade			8th Grade			9th Grade						
Reading Proficiency	62%	62%	63%	58%	59%	64%	57%	52%								
Reading Growth			62%			54%		45%								
Reading Condition Growth Index			0.58			0.35										
Math Proficiency	62%	61%	67%	58%	56%	54%	59%	58%								
Math Growth			72%			48%		53%								
Math Conditional Growth Index			1.58			-0.16										
Class of 2023	7th Grade			8th Grade			9th Grade			10th Grade						
Reading Proficiency	66%	70%	68%	65%	60%	64%	72%	53%								
Reading Growth			64%			49%		34%								
Reading Condition Growth Index			1.19			-0.43										
Math Proficiency	66%	67%	64%	63%	62%	59%	45%	52%								
Math Growth			55%			47%		40%								
Math Conditional Growth Index			0.32			-0.49										
Class of 2022	8th Grade			9th Grade			10th Grade									
Reading Proficiency	62%	65%	63%		55%	49%	59%	50%								
Reading Growth			54%					35%								
Reading Condition Growth Index			0.47													
Math Proficiency	65%	67%	68%		60%	59%	53%	53%								
Math Growth			64%					48%								
Math Conditional Growth Index			0.7													
Class of 2021	9th Grade			10th Grade												
Reading Proficiency	74%		64%		59%	58%										
Reading Growth			39%													
Reading Condition Growth Index			-1													
Math Proficiency	67%		66%		71%	71%										
Math Growth			51%													
Math Conditional Growth Index			0.31													
	10th Grade															
	59%		59%													

**only students in current classes - not ALL students in

	2017-2018			2018-2019			2019-2020			2020-2021		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring (no assmt due to COVID)	Fall	Winter	Spring
Grades Assessed	K-10	K-8	K-10	K-8	K-10	K-10	K-8	K-10	K-10	K-10	K-10	K-10
			41%				**only students in current classes - not ALL students in grade level			grade level, only a partial group of 9-10th grade students participated in assessment due to Extended Campus		
		0.04										
	61%	64%										
		61%										
		1.06										

MAP Grade Level Analysis

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	Fall K-9	Winter K-6	Spring K-9	Fall K-10	Winter K-8	Spring K-10	Fall K-10	Winter K-8	Spring K-10	Fall K-8	Winter K-10	Spring K-10	Fall K-10	Winter K-10	Spring (no assessment due to COVID)	Fall K-10	Winter K-10	Spring K-10
Grades Assessed																		
Reading Proficiency	66%	66%	66%	66%	67%	65%	62%	63%	63%	57%	56%	60%	56%	56%		58%		
Reading Growth			57%			54%			54%			48%		49%				
Reading Condition Growth Index			0.27			-0.15			.30			0.69						
Math Proficiency			64%	62%	64%	65%	58%	58%	64%	53%	55%	60%	53%	56%		52%		
Math Growth			52%			58%			60%			47%		54%				
Math Conditional Growth Index			0.42			0.33			.92			0.85						
Districtwide - SPED																		
Reading Proficiency						31%	26%	33%	32%	31%	26%	31%	32%	28%		28%		
Reading Growth									47%			44%		43%				
Math Proficiency						31%	26%	30%	32%	27%	26%	29%	28%	27%		23%		
Math Growth									50%			44%		44%				
Districtwide - EL																		
Reading Proficiency							27%	25%	33%	24%	21%	25%	22%	23%		16%		
Reading Growth									47%			41%		42%				
Math Proficiency							25%	26%	34%	23%	21%	29%	20%	24%		17%		
Math Growth									50%			45%		52%				
Districtwide - Free & Reduced																		
Reading Proficiency						49%	60%	55%	56%	50%	48%	52%	49%	47%		51%		
Reading Growth									52%			47%		46%				
Math Proficiency						39%	53%	51%	57%	47%	48%	53%	46%	49%		45%		
Math Growth									59%			46%		52%				
Districtwide - High Ability																		
Reading Proficiency														98%		97%		
Reading Growth														58%				
Math Proficiency														98%		97%		
Math Growth														65%				
Kindergarten																		
Reading Proficiency							61%	65%	71%	53%	45%	58%	55%	55%		70%		
Reading Growth						56%			64%			58%		55%				
Reading Condition Growth Index			69%			1.18			0.27			1.22		.84				
Math Proficiency							47%	58%	79%	43%	43%	65%	53%	55%		59%		
Math Growth						67%			77%			70%		56%				
Math Conditional Growth Index						.98			0.99			3.10		2.16				
1st Grade																		
Reading Proficiency							55%	56%	62%	59%	54%	61%	51%	49%		49%		
Reading Growth									57%			58%		50%				
Reading Condition Growth Index						.66			0.36			1.12		.88				
Math Proficiency							52%	61%	65%	55%	64%	62%	48%	56%		56%		
Math Growth									58%			60%		58%				
Math Conditional Growth Index						.31			0.68			1.15		1.15				
2nd Grade																		
							*Growth K-2					*Growth 2-5						
Reading Proficiency							67%	66%	65%	48%	55%	59%	49%	60%		40%		
Reading Growth							57%		56%			53%		51%				
Reading Condition Growth Index							.43		-0.07			-0.04		1.42				
Math Proficiency								65%	65%	71%	43%	47%	64%	46%	55%		38%	
Math Growth								71%	72%	69%		69%		57%				
Math Conditional Growth Index							1.02		1.37			1.85		1.47				
3rd Grade																		
Reading Proficiency								60%	61%	64%	56%	55%	60%	60%	61%		60%	
Reading Growth													50%		48%			
Reading Condition Growth Index							-0.33		0.42			.29		.15				
Math Proficiency								51%	47%	57%	50%	51%	52%	42%	65%		48%	
Math Growth									58%			49%		57%				
Math Conditional Growth Index							0.65		-0.77			0.55		.71				
4th Grade																		
Reading Proficiency								61%	61%	59%	58%	61%	62%	55%	61%		61%	
Reading Growth								45%	47%			48%		60%		57%		
Reading Condition Growth Index							-1.12		-0.74			-0.38		1.06				
Math Proficiency								52%	52%	52%	56%	57%	61%	54%	54%		48%	
Math Growth								42%	41%			50%		60%		57%		
Math Conditional Growth Index							-0.83		-0.65			0.55		1.11				
5th Grade																		
Reading Proficiency									61%	56%	57%	55%	55%	57%	56%	60%		61%
Reading Growth									52%			51%		54%		52%		
Reading Condition Growth Index									-0.47			-0.15		0.54				
Math Proficiency									51%	49%	53%	50%	48%	50%	61%	60%		52%
Math Growth									52%			54%		50%		50%		
Math Conditional Growth Index									0.15			0.55		0.26				
6th Grade																		
Reading Proficiency									62%	62%	63%	59%	62%	62%	58%	57%		61%
Reading Growth														67%		48%		
Reading Condition Growth Index									.43			0.86		1.30				
Math Proficiency									62%	61%	67%	57%	54%	63%	50%	55%		59%
Math Growth									64%			74%		63%		64%		
Math Conditional Growth Index									.77			1.37		1.58		1.42		
7th Grade																		

MAP Grade Level Analysis

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring (no assessment due to COVID)	Fall	Winter	Spring
Reading Proficiency							66%	70%	68%	58%	59%	64%	68%	61%				
Reading Growth			52%			63%			64%			54%		49%				
Reading Condition Growth Index			-0.47			0.43			1.19			0.35						
Math Proficiency							66%	67%	64%	58%	56%	54%	59%	56%		49%		
Math Growth			53%			73%			55%			48%		50%				
Math Conditional Growth Index			-0.21			1.18			0.32			-0.16						
8th Grade																		
Reading Proficiency							62%	65%	63%	65%	60%	64%	57%	52%		62%		
Reading Growth			58%			56%			54%			49%		45%				
Reading Condition Growth Index			.42			-0.01			0.47			-0.43						
Math Proficiency							65%	67%	68%	63%	62%	59%	59%	58%		60%		
Math Growth			51%			52%			64%			47%		53%				
Math Conditional Growth Index			-0.14			-0.14			0.7			-0.49						
9th Grade																		
Reading Proficiency							74%		64%		55%	49%	72%	53%				
Reading Growth			67%			35%			39%					34%				
Reading Condition Growth Index			1.96			-2.17			-1									
Math Proficiency							67%		66%		60%	59%	45%	52%				
Math Growth			61%			46%			51%				40%					
Math Conditional Growth Index			1.47			-1.02			0.31									
10th Grade																		
Reading Proficiency							59%		59%		59%	58%	59%	50%				
Reading Growth						52%			41%					35%				
Reading Condition Growth Index						0.61			0.04									
Math Proficiency							61%		64%		71%	71%	53%	53%				
Math Growth						53%			61%					48%				
Math Conditional Growth Index						0.07			1.06									

	2016-2017 Enrollment	2017-2018 Enrollment	2018-2019 Enrollment	2019-2020 Enrollment	2020-2021 Enrollment
Program of Study Capstone Course Completers	113	118	151	275	274
Customized Internships	0	0	3	4	20
Intern Omaha					6
NDE Programs of Study offered				14	16
Dual Credit (w/ and w/o AP)			380	269	
AP only offerings		23	145	106	94
MCC Academies	7	12	15	22	24
MCC Jumpstart				2	5
					*anticipated

1 - We have not yet begun to address this issue.

2 - We are talking about this, but have not taken action to make it a reality.

3 - We have begun to do this, but at this stage of the implementation process, many staff approach the task with a sense of compliance rather than commitment.

4 - We have moved beyond the initial implementation and continue to work our way through the process. Support and enthusiasm for the process are growing.

5 - This practice is deeply embedded in our culture. Most staff members are committed to doing this and believe it is an important factor in the collective effort to improve our school.

Learning as Our Fundamental Purpose

	District 2019	District 2020	Growth	Early Adopters 2019	Early Adopters 2020	Growth	Not EA 2019	Not EA 2020	Growth
We work with colleagues on our team to build shared knowledge regarding <u>state standards</u> .	3.6	3.7	+0.1	3.5	3.7	+0.2	3.7	3.8	+0.1
We work with colleagues on our team to build shared knowledge regarding <u>district curriculum guides</u> .	3.6	3.6	0.0	3.5	3.6	+0.1	3.7	3.5	-0.2
We work with colleagues on our team to build shared knowledge regarding <u>expectations for the next course or grade level</u> .	3.5	3.5	0.0	3.3	3.4	+0.1	3.6	3.5	-0.1
Collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.	3.4	3.6	+0.2	3.2	3.6	+0.4	3.5	3.5	0.0
We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, and recognition.	3.5	3.5	0.0	3.2	3.3	+0.1	3.6	3.8	+0.2
We work with colleagues on our team to clarify the criteria by which we will judge the quality of student work and practice applying those criteria until we can do so consistently.	4.0	3.5	-0.5	3.0	3.5	+0.5	3.3	3.4	+0.1

Learning as Our Fundamental Purpose

	District 2019	District 2020	Growth	Early Adopters 2019	Early Adopters 2020	Growth	Not EA 2019	Not EA 2020	Growth
We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessment.	3.3	3.6	+0.3	3.2	3.7	+0.5	3.3	3.4	+0.1
We monitor the learning of each student on priority standards on a weekly basis through a series of team-developed formative assessments that are aligned with district and state assessments.	2.7	3.3	+0.6	2.5	3.4	+0.9	2.7	3.0	+0.3
We provide a system of interventions that guarantees each student will receive additional time and support until they are successful.	3.2	3.6	+0.4	3.1	3.8	+0.7	3.2	3.3	+0.1
Students are required, rather than invited, to devote extra time and receive additional support until they are successful.	2.8	3.3	+0.5	2.8	3.5	+0.7	2.8	3.1	+0.3
We have developed strategies to extend and enrich the learning of students who have mastered priority standards.	3.0	3.2	+0.2	3.0	3.4	+0.4	3.0	3.1	+0.1

Building a Collaborative Culture Through High-Performing Teams

	District 2019	District 2020	Growth	Early Adopters 2019	Early Adopters 2020	Growth	Not EA 2019	Not EA 2020	Growth
We are organized into collaborative teams in which members work together interdependently to achieve district, building, grade, or department SMART goals.	3.3	3.7	+0.2	3.3	3.8	+0.5	3.1	3.5	+0.4
We are provided time during the contractual day and school year to meet as a team.	4.0	4.1	+0.1	3.9	4.2	+0.3	3.9	3.9	0.0
We develop and adhere to team norms.	3.9	4.0	+0.1	3.8	4.0	+0.2	3.9	4.0	+0.1
We use collaborative time to engage in collective inquiry on questions specifically linked to gains in student achievement.	3.6	3.9	+0.3	3.5	4.0	+0.5	3.6	3.8	+0.2
Each team is called on to generate and submit products, which result from work on four critical questions related to student learning (What do we expect students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?).	2.8	3.2	+0.4	2.6	3.4	+0.8	2.7	3.0	+0.3

A Focus on Results

	District 2019	District 2020	Growth	Early Adopters 2019	Early Adopters 2020	Growth	Not EA 2019	Not EA 2020	Growth
Each of our teams has identified a SMART goal that aligns with one of our school goals.	2.8	3.2	+0.4	2.5	3.3	+0.8	2.7	2.9	+0.2
Each member of the team has access to feedback/results regarding the performance of his or her students on team, district, and state assessments.	3.6	3.7	+0.1	3.5	3.7	+0.2	3.4	3.5	+0.1
We use common assessments to identify students who need additional time and support for learning.	3.5	3.8	+0.3	3.3	4.0	+0.7	3.4	3.6	+0.2
We use common assessments to discover strengths and weaknesses in our individual teaching.	3.4	3.6	+0.2	3.2	3.5	+0.3	3.3	3.5	+0.2
We use common assessments to help measure our team's progress towards its goals.	3.4	3.5	+0.1	3.1	3.5	+0.4	3.3	3.3	0.0
For each of the academic and affective goals we have identified for students, we ask, "How do we know if our students are achieving this goal?"	3.3	3.6	+0.3	3.2	3.7	+0.5	3.2	3.5	+0.3

Next Steps

Using the PLC Journey Workbook, points were calculated for each part of the PLC Process.

	Building Your PLC Process	Assessing Student Learning	Effective System of Interventions and Extended Learning
2019 District	27.7	26.4	9.1
2020 District	29.2	28.4	10.1
<u>District Growth</u>	+1.5	+2.0	+1.0
2019 Early Adopters	26.3	24.9	8.9
2020 Early Adopters	29.6	28.9	10.7
<u>Early Adopter Growth</u>	+3.3	+4.0	+1.8
2019 Not EA	27.0	25.9	9.0
2020 Not EA	28.5	27.1	9.5
<u>Not EA Growth</u>	+1.5	+1.2	+0.5



STATUS OF THE DISTRICT:

Ralston's Current Professional Learning Community Practices

1 - We have not yet begun to address this issue.

2 - We are talking about this, but have not taken action to make it a reality.

3 - We have begun to do this, but at this stage of the implementation process, many staff approach the task with a sense of compliance rather than commitment.

4 - We have moved beyond the initial implementation and continue to work our way through the process. Support and enthusiasm for the process are growing.

5 - This practice is deeply embedded in our culture. Most staff members are committed to doing this and believe it is an important factor in the collective effort to improve our school.

Learning as Our Fundamental Purpose

Entire District, n=188

We work with colleagues on our team to build shared knowledge regarding state standards.



We work with colleagues on our team to build shared knowledge regarding district curriculum guides.



We work with colleagues on our team to build shared knowledge regarding expectations for the next course or grade level.



Collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.



We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, and recognition.



We work with colleagues on our team to clarify the criteria by which we will judge the quality of student work and practice applying those criteria until we can do so consistently.



We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessment.



We monitor the learning of each student on priority standards on a weekly basis through a series of team-developed formative assessments that are aligned with district and state assessments.



We provide a system of interventions that guarantees each student will receive additional time and support until they are successful.



Students are required, rather than invited, to devote extra time and receive additional support until they are successful.



We have developed strategies to extend and enrich the learning of students who have mastered priority standards.



STATUS OF THE DISTRICT:

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A Focus on Results

Each of our teams has identified a SMART goal that aligns with one of our school goals.



Each member of the team has access to feedback/results regarding the performance of his or her students on team, district, and state assessments.



We use common assessments to identify students who need additional time and support for learning.



We use common assessments to discover strengths and weaknesses in our individual teaching.



We use common assessments to help measure our team's progress towards its goals.



For each of the academic and affective goals we have identified for students, we ask, "How do we know if our students are achieving this goal?"



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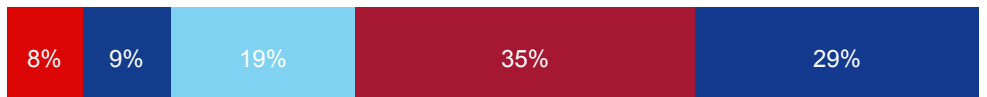


A Focus on Results

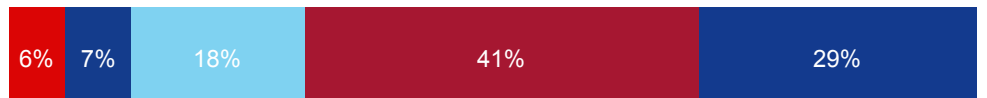
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Next Steps

Using the PLC Journey Workbook, points were calculated for each part of the PLC Process.

	Building Your PLC Process	Assessing Student Learning	Effective System of Interventions and Extended Learning
Ralston Public Schools	29.2	28.4	10.1
Blumfield	30.6	30.4	11.3
Karen Western	28.3	27.0	9.7
Meadows	28.3	29.1	9.9
Mockingbird	23.5	22.4	8.4
Seymour	32.1	28.8	10.8
Wildewood	30.9	30.9	11.5
Ralston Middle School	28.4	27.4	10.4
Ralston HS/ RISE	30.0	28.3	8.9
Certified Staff	29.4	28.5	10.1
Admin Staff	25.7	25.6	9.7
	Max. 40	Max. 40	Max. 15



Define PLC Tracking

ALL DISTRICT	2018-2019	2019-2020
Ongoing	0	6
Process	2	11
Recurring	0	0
Collective	4	9
Inquiry	1	1
Action	3	3
Research	1	4
Results	5	6
Students (also student)	117	157
Group	73	76
Team	57	63
Collaborate (also collaborative)	71	95
EARLY ADOPTERS	2018-2019	2019-2020
Ongoing	0	5
Process	1	8
Recurring	0	0
Collective	2	5
Inquiry	0	1
Action	2	2
Research	0	3
Results	3	5
Students	53	89
Group	39	44
Team	23	36
Collaborate (also collaboratively or collaborative)	38	55

Achievement Plan Update

October 12, 2020



Professional Learning Communities

Current Work

- Develop shared knowledge regarding PLC's with Luis Cruz, Solution Tree Consultant
- Priority standard review and assessment writing
- 53 staff members attended the summer PLC Institute
- Begin initial culture or technical PLC work at the building level (new adopters)
- Continue to enhance and refine the culture and technical PLC work

Next Steps

- Developing a shared knowledge and collective understanding of the PLC Framework
- Dig in further to RTI at Work, SMART Goals, and artifacts/evidence within a PLC Framework
- Differentiate between items that are tight and loose



Career Education

Current Work

- Perkins V 2020-2024
- ReVision Action Grant-October 1st
- Intern Omaha Year 1
- Senior internship assignments
- Academy WBL planning

Next Steps

- Business and student recruiting-Intern Omaha
- 7-12 CTE Alignment
- Virtual CTE Opportunities (CC Fair, guest presenters, etc.)



English Learner Program

Current Work

- EL cohort with Midland University -Year 1
- MCC adult EL-virtual
- Implementation of Sheltered Instruction Observation Protocol by EL Teachers

Next Steps

- EL data dig using metrics
 - Overall language proficiency-ELPA 21
 - 4 Digit AQuESTT
- Monitor curriculum implementation
- SLOP training 2021-2022



Social Emotional Learning

Current Work

- Tiered support through SEL MTSS Framework
- PEAK Grant Funding
- Curriculum Exploration and Adoption Process
 - Standards alignment
 - Material Selection
 - Building Pilot
- Staff development
 - Trauma informed care
 - Compassion Fatigue
 - Psychological First-Aid
 - MANDT De-escalation

Next Steps

- Continue with Pilot adoption process
- Restructure the delivery model of SEL
- Secondary Book study findings
- Data compilation



1:1 Technology

Current Work

- Framework selection (Triple E Framework)
- Identify critical focus areas for 1:1 initiative
- Develop student skills centered around self-directed learning
- Develop, prepare, and update systems and structures for teaching and learning from anywhere Provide professional learning to staff focused on learning expectations for 1:1
- Ensure access to curriculum and learning materials is working effectively

Next Steps

- Continue to develop collective capacity of staff in implementing the learning expectations
- Continue to develop, prepare, and refine systems and workflow for transition to the second year of 1:1 technology initiative
- Complete a needs assessment of online curriculum material access
- Monitor initial data points selected for potential use in tracking progress



Metrics

- NWEA MAP Growth (See Achievement Data)
 - % of students proficient
 - % meeting projected growth
 - Conditional Growth Index
- ACT
 - Average composite score
- Perceptual Data
 - Annual PLC Survey
- ELPA21
 - Overall Proficiency
 - Progress towards Proficiency
- Social Emotional Learning
 - Mini-Dessa Pilot - continued
 - Hope Scale - recently completed
- 1:1 Technology
 - In development



Rule 10 Assurances

- Instructional Hours
- Elementary Scheduling
- Teacher Certification



District Achievement Plan: Career Education

Purpose

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

Direction

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

Guiding Mantra

OneRalston

Collective Commitments

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<p>Strategy College & Career Readiness: Develop and implement a systematic, cohesive, and comprehensive pre-kindergarten to twelfth-grade Career Education Program.</p> <p><i>Measurable objectives:</i> <i>Increase the number of program completers.</i></p> <p><i>Provide all students 7-12 with career awareness opportunities.</i> <i>Provide many students with career exploration opportunities.</i> <i>Provide some with targeted, focused WBL opportunities.</i></p>			
Rule 47		<p>Data:</p> <ul style="list-style-type: none"> • # of Completers • # of Workbased learning opportunities • Student survey on WBL • Marketing opportunities survey for students 	
Action Step(s)	Timeline		Responsible Parties
Work Based Learning endorsements for all staff.	Need to talk to Brandon	December 2020 (possibly May 2020)	
Update Registration Handbook	3-4 hours	October 2019	
Clear procedures for site visits.	2 hours to write	Fall 2019	
Clear procedures for securing guest speakers.	2 hours to write	Fall 2019	

Pre-internship procedures and application process	4 hours to write, 2 hours revision with staff, 4 hours to edit	November 2019 - January 2020	
Marketing programs plan (wrap in CTSO's)	40 hours	December 2019	
Math for the Trades-planning	30 hours	January 2020	
CTE Teachers-Standards Unpacking	4 hours of professional learning PLC work - continuous	September 2019 & continued in PLCs	
Finalize Internship Expectations for teachers and students	15 hours	March 2020	
Metrics	15 hours	October 2019	
blueprint Handbook: <ul style="list-style-type: none"> ● Credit Decisions ● Defining the Tiered System of Work Based Learning ● Processes included: <ul style="list-style-type: none"> ○ Site Visits ○ Guest Speakers ○ Internships ○ Externships ○ Extended Job Shadows ○ School-based Enterprise ○ Practicums ○ Career Events ○ Offerings ● Work Based Learning Policies ● Other areas? 	40 hours	May 2020	

Course Development in Student Information Systems	2-3 hours	September 2019	
Needs assessment of program offerings	7-8 hours	Oct.-Nov. 2019	
Spanish in the Workplace (part of World Language adoption review)	3-5 hours	Oct. - Nov. 2020	
			Year 2 Below
Program of study in each career cluster			
Review process for program offerings/updates			
Long term planning for the use of Perkins 5 funding			
CTSO Marketing			
Program Development for Future Teachers			
Professional learning on the research/why behind CTE's for staff			
Individualized Learning Plan (ILP) meeting enhancement through: <ul style="list-style-type: none"> 1. Naviance 2. Professional learning for teachers on teamRPS opportunities available to students. 			
			Year 2-3 or Beyond
Utilizing a data tracking system.			
Reviewing Career Education opportunities for Special Populations.			

*****DRAFT*****

District Achievement Plan: 1:1 Device Access for Students

Purpose

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

Direction

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Strategy

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

Measurable objectives:

Increase usage of technology that engages, enhances, and extends learning in the classroom

Increase teacher confidence in use of technology that leads to engaging, enhancing, and extension of learning in the classroom

Increase and strengthen students' confidence, knowledge, and comfort in regards to digital citizenship and digital literacy

Data:

- Analytical Data
 - Clever EdTech Report
 - Clever Portal Analytics
 - Clever Reports - coming soon
 - Google posts created on Google Classrooms
 - Seesaw posts created
 - Google files added (docs, sheets, presentations, forms, drawings, other)
 - Edutyping WPM
- Perceptual Data
 - Student
 - Staff

[Achievement Data Charts](#)

Action Step(s)	Timeline		Responsible Parties
<p>Prior to 2020-2021: Prior to this school year, Ralston Public Schools had 1:1 access, but was not a 1:1 school district. We partnered with Prizm Advisors to evaluate and develop our technology systems and we are in year seven of our technology replacement plan. With the global pandemic, Ralston initiated the 1:1 initiative for K-12 on 3 different operating systems (Google, iOS, and MacOS) on 4 different devices (ipads, Chromebooks, MacAirs, MacBook Pros). Previously, staff training varied based on the building. At the district level, staff were provided basic training focused on systems such as Moodle, the basics of Google Suite, and eDoctrina. Choice sessions were provided regarding resources for use of technology in the classroom related to a district focus (i.e. 3C Student Engagement) or building focuses (i.e. student portfolios, parent communication, etc).</p>			
Exploration Select 1:1 Technology Framework (Triple E Framework with 2016 ISTE Standards for Students)	June 2020	June 2020	Cecilia Wilken, Jason Fink, & Robbie Jensen (ESU3)
Exploration Select Learning Management System (LMS) for 1:1 <ul style="list-style-type: none"> • PK-4th: <i>Seesaw</i> • 5th-12th: <i>Google Classroom</i> 	June 2020	June 2020	Cecilia Wilken & Jason Fink
Initial Implementation Develop Curriculum Integration Council that consists of 1 administrator and 1-2 teachers (based on elementary or secondary) per building.	June 2020	June 2020	Cecilia Wilken, Jason Fink, & Building Principals
Initial Implementation Provide initial 1:1 training to staff on Best Practices for Remote Learning (including initial dive into LMS - Seesaw and Google Classroom).	June 24th	August 2020	Cecilia Wilken, Jason Fink, & ESU3 Consultants
Initial Implementation Provide Curriculum Integration Council training on Triple E framework & ISTE Standards and get feedback/reflection on Learning Expectations for 1:1 implementation focused on remote learning.	June 2020	July 2020	Cecilia Wilken, Jason Fink, Robbie Jensen, & Curriculum Integration Council

<p>Initial Implementation Develop guidance documents for navigation of:</p> <ul style="list-style-type: none"> • Seesaw Best Practices • Google Classroom Best Practices • Weekly Communication • Asynchronous Learning • SIMS / Google Classroom Gradebook Integration 	June 2020	August 2020	Cecilia Wilken, Gina Yowell, Jamie Honke, ESU3
<p>Initial Implementation Survey families, students, and staff.</p>	September 2020	September 2020	Cecilia Wilen, Jim Frederick, various stakeholders
<p>Initial Implementation System updates:</p> <ul style="list-style-type: none"> • Initiate a RPS Technology Help Desk • Device distribution • Handling broken devices 	August 2020 & Beyond		Jason Fink, Jennifer Ludes, Josh Claussen, Deb Holtmeyer, Cecilia Wilken, Principals
<p>Initial Implementation Initiate/Manage/Troubleshoot system integration between SIMS, Clever, LMS, and curriculum material access.</p>	June 2020	May 2021	Cecilia Wilken, Jason Fink Gina Yowell, & ESU3
<p>Initial Implementation Provide district training based on stakeholder survey responses and feedback.</p> <ul style="list-style-type: none"> • Introduction to Seesaw (PK-4th) • Introduction to Google Classroom (5-6) • Google Jamboard/Google Draw • Seesaw - Advanced • Google Classroom WorkFlow • Assessing online in person or remotely 	August 2020	May 2021	Cecilia Wilken, Gina Yowell, Jason Fink, & ESU3 Consultants
<p>Initial Implementation Meet with building administration regarding initial implementation to discuss: what's going well, what is building working through, next steps, support needs from district personnel or ESU3 consultants</p>	September 11, 2020	September 11, 2020	Cecilia Wilken, Jason Fink, Gina Yowell, Robbie Jensen, & Adam Larsen

Exploration Complete needs assessment of LMS and curriculum work on each device type.	TBD		
Full Implementation Streamline 1:1 WorkFlow.	TBD		
Full Implementation Complete a needs assessment of reproducibles that can be shifted to an online format based as appropriate for 1:1 grade levels.	TBD		
Full Implementation Shift to online curriculum materials in new curriculum adoptions as appropriate for 1:1 grade levels.	2021 & beyond		
Full Implementation Continue development of Triple E framework and ISTE Standard integration into teaching and learning.	2021 & beyond		
Full Implementation Continue to provide teacher training opportunities as needed.	2021 & beyond		
Monitoring To be determined based on full implementation years.	2024 & beyond		

District Achievement Plan: English Learner Program

Purpose

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

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<p>Strategy College & Career Readiness: Continue to develop and strengthen the district English Learner Program. <i>Measurable objectives:</i> <i>Increase the % of students reaching language proficiency on the ELPA21 by 1% annually</i> <i>Increase the percent of students meeting on track growth rates towards proficiency for language acquisition on the ELPA21 by 5% annually</i></p>			
<p>Rule 15</p>	<p>Data:</p> <ul style="list-style-type: none"> • ELPA21 <ul style="list-style-type: none"> ○ % of students proficient ○ Rate of on track growth towards proficiency status by % <p>Achievement Data Charts (EL Proficiency Data)</p>		
Action Step(s)	Timeline		Responsible Parties
<p>Exploration EL External Program Review</p>	August 2017	April 2018	Susan Mayberger (EL Consultant) & Josh Wilken
<p>Initial Implementation Staffing Increase based on Program Review (2 teachers & bilingual liaison)</p>	August 2018	June 2019	Josh Wilken
<p>Initial Implementation 7-12 Aligned curriculum and related PD through Cengage Learning/National Geographic</p>	August 2018	June 2019	Josh Wilken, District 7-12 EL team members

Initial Implementation Other PD for EL Teachers: Fountas and Pinnell	August 2018	September 2018	Tana Starman, Megan Bunn, Brenna Barna, Sara Dana (trainer)
Initial Implementation Staffing Increase based on Program Review (2 teachers)	August 2019	June 2020	Josh Wilken
Initial Implementation Creation of district-funded ESL Endorsement Cohort Program.	June 2018	May 2020	10 K-12 Staff Members in 2018-19, 14 K-12 Staff Members in 2019-20, Concordia University
Initial Implementation Really Great Reading & Standards and Common Formative Assessments	August 2019	September 2019	All elementary EL teachers (7)
Initial Implementation Addition of second adult Adult EL Program, now at MB Elementary in partnership with Metro CC, to serve RPS families	August 2019	May 2020	Josh Wilken, MCC, Marisol Ledesma, Maria Weaver, & 75+ initial participants
Initial Implementation Update data tracking systems and metrics	August 2019	May 2020	Heather Pash, Josh Wilken
Initial Implementation K-6 Aligned curriculum and related PD through Cengage Learning/National Geographic	August 2019	June 2020	Josh Wilken, District K-6 EL team members
Exploration & Initial Implementation Sheltered Instruction Observation Protocol (SIOP) training for EL teachers in 2019-20.	August 2019	March 2020	All EL Teachers K-12 (2 as trainers), Megan Bunn, Barb Stratman
Initial Implementation Appointment of department chairs at the elementary and secondary levels	November 2019	May 2020	Megan Clark, Megan Bunn, Josh Wilken

Full Implementation Shift district-funded ESL Endorsement Cohort Program to Midland	2020 & Beyond		11 participants in 2020-21, Midland University
Full Implementation Utilization of curriculum materials focused on language development	August 2020		Josh Wilken, EL Department
Initial Implementation SIOP training to classroom/content area teachers	August 2021 & beyond		All certified staff
Monitoring Adult EL Programs at RMS & MB	2020 & beyond		Josh Wilken, MCC, Marisol Ledesma & Maria Weaver
Monitoring To be determined based on full implementation years.	2024 & beyond		

District Achievement Plan: Social Emotional Learning

Purpose

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

Direction

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

Guiding Mantra

OneRalston

Collective Commitments

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

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

Strategy

Improve the social and emotional well-being of all students as measured by an increase in student perceptual data through the use of student surveys measuring hope and social emotional growth.

Measurable objectives:

Decrease the number office and behavioral referrals (K-12) by 10% annually

Decrease the number of students absent more than 10% of the of the school year by 1% daily

Increase the number of students exhibiting typical and above level social emotional development as measured by student perception data.

CASEL (Collaborative for Academic, Social, And Emotional Learning) Competencies:

- Self-Awareness
- Social-Awareness
- Responsible Decision-Making
- Self-Management
- Relationship Skills

Data:

- Mini-Dessa Pilot
- Hope Scale
- Office Referrals
- GOLD SEL for PK
- Attendance

Action Step(s)	Timeline		Responsible Parties
Exploration Complete a needs assessment with district administration regarding SEL Programming and Practices	November 2018		Melissa Stolley, Cecilia Wilken, All Administrators
Exploration Complete a needs assessment regarding SEL Programming and Practices	December 2018		Melissa Stolley, Cecilia Wilken, SEL Advisory
Exploration Begin developing initial understanding of SEL Practices and MTSS Structures.	January 2019	March 2019	Melissa Stolley, Cecilia Wilken

Exploration Begin initial implementation of the DESSA-Mini student screeners at pilot buildings. (Mockingbird, Ralston Middle School, Ralston High School)	August 2019	March 2020	Melissa Stolley, Megan Norton, Melanie Hergenrader, and Katie Rupe
Initial Implementation SEL Advisory members and MTSS team members attend Nebraska Dept of Education SEL MTSS Professional Development	September 2019		Melissa Stolley, Cecilia Wilken, SEL Advisory members, MTSS team members
Initial Implementation Provide professional development to staff on Creating an Environment of Respect & Rapport & Managing Student Behavior	September 2019		Steve Snodgrass, Malachi Behrens, Megan Norton, Whitley Hettenbaugh, Kiley Compton
Initial Implementation Begin standards work through CASEL alignment.	September 2019		K-12 School Psychologists and K-12 Counselors
Initial Implementation Begin curriculum adoption process and exploration.	November 2019		Melissa Stolley, Cecilia Wilken, SEL Advisory members, MTSS team members
Initial Implementation Curriculum adoption pilot with Caring School Communities and Choose Love.	January 2020		SEL Advisory members, Elementary Counselors
Initial Implementation Provide professional development to staff on Compassion Fatigue	February and March 2020		Melissa Stolley, Project Harmony
Initial Implementation Continue with curriculum pilot at all elementary buildings.	August 2020		Melissa Stolley, SEL Advisory members,
Initial Implementation Begin initial implementation with all buildings utilizing student perception data and DESSA-mini.	August 2020		Melissa Stolley School psychs and

			elementary counselors.
Initial Implementation Provide professional development on the following SEL components: <ul style="list-style-type: none"> • MTSS social-emotional framework • Staff self-care • Psychological first aid 	District & Building inservice 2020-2021		Districtwide
Initial Implementation Review current assessment practices and data collections			
Initial Implementation with community partnerships and supports for students, families, and staff <ul style="list-style-type: none"> • CRCC expansion • Connections programming • Arbor Family Counseling 	September 2020		Melissa Stolley, K-12 psychs, counselors, Steve Snodgrass, agency contacts
Full Implementation To be determined based on initial implementation years.	2022 & beyond		
Monitoring To be determined based on full implementation years.	2024 & beyond		

District Achievement Plan: Professional Learning Communities

Purpose

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

Direction

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

Guiding Mantra

OneRalston

Collective Commitments

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

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- I pledge to be of service to others making them feel better after our interaction than before.
- I pledge to practice and encourage acceptance of others and between others making sure I am not silent if I observe harassment or bullying at any level.

Strategy

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

Measurable objectives:

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

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

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

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

Cognia Accreditation Standards

Learning Capacity

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

Resource Capacity

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

Data:

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

[Achievement Data Charts](#)

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

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

<p>Initial Implementation Provide professional learning on the PLC Framework that incorporates a focus on:</p> <ul style="list-style-type: none"> • PLC Framework • WIN Time structure • Student self-monitoring • Common assessment practices 	<p>District & Building inservice 2020-2021</p>		<p>Districtwide & Building based</p>
<p>Initial Implementation Begin collaborative conversations regarding PLC journey across Year 2 Adopters.</p>	<p>October 2020</p>	<p>March 2021</p>	<p>Year 2 Adopter Work Group, Cecilia Wilken</p>
<p>Initial Implementation Develop shared knowledge through collaborative conversations focused on: SMART Goals & Evidence/Artifact collection.</p>	<p>October 2020</p>	<p>March 2021</p>	<p>Early Adopter Work Group, Cecilia Wilken</p>
<p>Initial Implementation Have a small group attend the RTI Institute to learn more about WIN time structure.</p>	<p>November 2020</p>		<p>Early Adopter Work Group</p>
<p>Full Implementation To be determined based on initial implementation years.</p>	<p>2022 & beyond</p>		
<p>Monitoring To be determined based on full implementation years.</p>	<p>2024 & beyond</p>		

Rule 10 Non-Compliance due to COVID-19

003.06 School year meets the 400/1032/1080 hours of instruction

004.02A Elementary weekly schedule includes Music, Visual Arts, PE, Health, Science, and Social Studies

Ralston Public Schools has functioned during the first quarter on a hybrid calendar. The hybrid calendar has students attend in person every other day face-to-face, and then complete learning at home asynchronously on the alternating day. This has allowed us to have half the number of students attending in person, which has allowed us to social distance throughout the school day in addition to other mitigation measures. This decision was made by our Board of Education, based on the spread of COVID-19 in Douglas County, Nebraska.

There are two areas where we are currently out of compliance in regards to Rule 10 due to the global pandemic: the number of required instructional hours and the incorporation of synchronous elementary weekly schedules that include music, art, PE, health, science, and social studies. With the de-densifying of the population, we have decided not to run concurrent virtual and in person courses as we believe we can better serve our students by focusing on students in one environment at a time. Therefore, when students are at school, we have adjusted our pacing and curriculum to accommodate the needs of our students' new learning in class, and provide asynchronous learning for them to follow-up with on the following day. Students asynchronous work at the secondary level is comparable to the amount of time they would have been in class, while at the elementary level the range of time focused on instruction is based on the developmental level of the student. Additionally, having smaller classes has allowed us to tailor instruction for our students to meet the needs of students around unfinished learning from the prior year, and new grade level standards. Since we are unable to count the asynchronous time in our instructional hours, we are not in compliance with the regulations of Rule 10 that we typically exceed.

Secondly, our elementary synchronous weekly schedule has been focused heavily on English language arts, math, and our students' social-emotional wellbeing. Science and social studies are being integrated into English Language Arts and math, with specials (art, music, PE/Health) being provided asynchronously for students to complete at home. Since we have not separated social studies and science into a different time of the day, we are not in compliance with Rule 10. Also, since we are unable to count the asynchronous time in our instructional hours, we are not in compliance with the regulations of Rule 10 that we typically exceed.

003.01 Teacher and administrator certification

As of September 22nd, four certified staff members teaching certificates are still "pending" with the Nebraska Department of Education's certification office. The COVID-19 pandemic has not only delayed NDE's ability to issue certificates, but has also impacted the ability of local colleges and universities to submit the required documents to NDE on a timely basis. The certification

process has been further hampered by the implementation of the new TEACH system and a lack of familiarity with the new system among many of our staff members.

Although these four staff members are currently out of compliance with Rule 10 regulations, we believe that the impact on the learning environment and our overall student population is minimal. Specifically:

- Two of the four certified staff members have previously held a valid, professional teaching certificate with NDE last year. These certificates have been delayed since (a) the staff member is in the process of adding endorsements and have not yet completed the Praxis content area assessment or (b) the Praxis scores have not been accepted by NDE.
- One is a new teacher who holds a valid, local substitute certificate and is serving in a position where she is technically not an employee of the Ralston Public Schools (i.e., UNO's CADRE program).
- One is a new teacher who works with a caseload of seven developmentally delayed students.

Since late July, the district has been in contact with representatives from the certification office in an effort to bring these staff members into full compliance as quickly as possible. Likewise, the district's human resource office has been in contact with each of these staff members to ensure that they have submitted all of the documents required for the certification process. Based on an analysis of the materials we've collected and/or have on file for each of these staff members, we believe that each of them have completed the necessary requirements for a Nebraska teaching certificate and are eligible (at the very least) for a conditional permit for the 2020-21 school year.



reVISION Action Grant 2020-2021

- A competitive grant application process for school districts across the state of Nebraska.
- Funding will support Career and Technical Education (CTE) programs.
- All proposals must be connected to the district's Perkins V Grant application.
- Focused on H3 Career Areas: High skill, high demand, high wage
- Previously awarded to Ralston Public Schools in 2016: \$50,000
- Current award allocation for 2020-2021: **\$77,000**
- Areas of Positive Impact:
 - Manufacturing
 - Automotive
 - Culinary
 - Middle School CTE

Ralston Public Schools

Memorandum of Understanding Chromebook Administration

This agreement is made and entered into between the Ralston Public Schools (Schools) and the City of Ralston's Baright Library (City) to establish an understanding of the services provided by the Schools to the City regarding administration of Chromebook computers for the City.

The Ralston Public Schools agrees to provide set up and administrative services for up to five (5) Chromebook laptops owned and operated by the City. School staff shall aid in the initial set up of the machines and shall place the machines on the management software used by the district.

Schools are not responsible for damage or any repairs that need to be made to the machines.

City shall provide no more than five (5) Chromebook laptops to be configured to the Ralston Public Schools management system. City shall reimburse the Schools for the entire cost of licensing at \$25 per computer, not to exceed \$125. Each of these laptops shall be subject to the current network filters in place at the Schools. Any sites blocked by the School's filter will not be allowed.

Schools will maintain the ability to track the sites visited on the Chromebooks, and may provide that information to the City upon request.

City understands and agrees that the filtering system is critical in use of equipment by students, and the City will, under no circumstances ask that any sites that contain content that is lewd, vulgar, profane or violent be permitted to pass through the filter. The School has the final determination on what sites may be allowed to run through the filter.

Nothing in this MOU is intended to conflict with current laws or regulations of the United States of America, State of Nebraska or local government. If a term of this agreement is inconsistent with such authority, then that term shall be invalid, but the remaining terms and conditions of this MOU shall remain in full force and effect.

This agreement shall become effective on 9/20/2020 and may be modified upon the mutual written consent of the parties.

The terms of this agreement, as modified with the consent of both parties, shall be self renewable for a period of five (5) years from the end date of the agreement unless written termination is given by either party. Either party, upon sixty (60) days written notice to the other party, may terminate this agreement.

The terms of this agreement, as modified with the consent of both parties,
AND NOW, this date, September 18, 2020. Both the parties hereby acknowledge the
foregoing as the terms and conditions of their understanding.

Superintendent of Schools, RPS

Mayor, City of Ralston

Date

Date



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

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

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

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

Can YOU really make a difference? YES YOU CAN!

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

WHAT CAN NASB DO FOR YOU?

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

2019

LEGISLATIVE SESSION HIGHLIGHTS

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

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

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

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

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

NASB hosted calls with several senators throughout the session.

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

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

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

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

ADVOCACY, ENGAGEMENT & #liveNASB

106TH LEGISLATURE, 2ND SESSION

School Boards Make Nebraska a Great Place to LIVE!

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

LEADERSHIP

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

INNOVATION

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

VISION

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

ENGAGEMENT

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

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

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

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

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

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

ADVOCACY, ENGAGEMENT & #liveNASB

106TH LEGISLATURE, 2ND SESSION

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

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

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

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

YOU HAVE POWER & VOICE!

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

Remind them; You are their neighbor.

Voters also put you in office.

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

You have an influential role in your community.

You know better than anyone the effect of a decision.

NASB LEGISLATIVE TEAM & RESOURCES

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

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

John Spatz - Executive Director - jspatz@NASBonline.org

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

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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



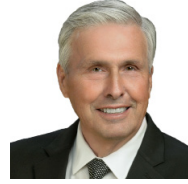
Member 12
Ryne Seaman
Seward



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



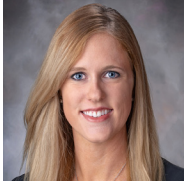
Appointed Member
Stephanie Summers
David City



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



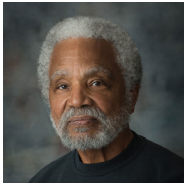
Sen. Megan Hunt
District 8
Omaha



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

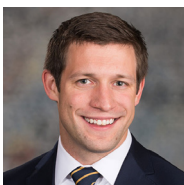


Sen. Dan Hughes
District 44
Venango

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

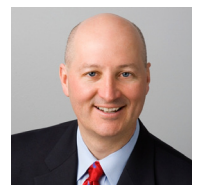


Sen. John Stinner
District 48
Gering

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

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2020 NEBRASKA UNICAMERAL LEGISLATURE
Alphabetical List

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As of 1/1/2020

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Blood, Carol	3	(402) 471-2627	1021	Bellevue
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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
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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
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Slama, Julie	1	(402) 471-2733	11 th Floor	Peru
Stinner, John P.	48	(402) 471-2802	1004	Gering
Vargas, Tony	7	(402) 471-2721	1000	Omaha
Walz, Lynne	15	(402) 471-2625	1403	Fremont
Wayne, Justin T.	13	(402) 471-2727	1115	Omaha
Williams, Matt	36	(402) 471-2642	1401	Gothenburg
Wishart, Anna	27	(402) 471-2632	1308	Lincoln

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NASB Monthly Update for Board Meetings - Agenda Item: October 2020

View the Monthly Update in video form now at: <https://vimeo.com/463167625>

“NASB Update”

As a board, some items you should be focused on during **October** include:

- Monitor progress of district goals, link goals to discussion and action items
- Strategic Plan Progress Report
- Fall district enrollment figures
- Review Statewide Assessment Results
- AQuESTT Classification Review Educational Service Unit
- Publish Report of Yearly Activities of the ESU Board; Due November 1
- Negotiations shall begin; Due November 1
- Appoint Delegate Assembly Representative
- Review Annual Emergency Safety Plan
- Superintendents file Financial Report; Due November 1

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

- **Area Membership Meetings: Home Invasion!** Is now available to register for and view!
<http://members.nasbonline.org/index.php/area-membership-meetings>
- **2020 State Education Conference** – Registration is now open for the annual State Conference as well, to be held both in-person and virtually November 18-20 in Omaha.
<http://members.nasbonline.org/index.php/state-education-conference>
- **New Board Member Workshops & Webinars** - Registration Opens Monday, October 5
<http://members.nasbonline.org/index.php/new-board-member-workshops>

Advocacy/2020 Legislative Session:

- The 2020 legislative session has wrapped up. Keep tabs with all things pertinent to your school at NASB's Govt Relations page at <http://members.nasbonline.org/index.php/government-relations>
- The **2020 Delegate Assembly** will be virtual this year on November 13 at 1:00 PM CT. Start thinking of who your boards Delegate will be now.
- Stay engaged during the Session and follow along with the bills NASB is tracking at: <https://nasb.envisiams.com/legislative-bills> and through NASB's **Legislative Notes** e-updates.

NASB COVID-19 RESOURCE LINKS

- <http://members.nasbonline.org/index.php/news-resources/covid-19-resources>
- We are continuing to add items & updates as they arise

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Watch all of the NASB videos at <http://members.nasbonline.org/index.php/news-resources/videos>

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

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





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

OCTOBER

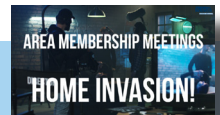


YOUR MONTHLY BOARD AGENDA UPDATE VIDEO LINK FOR OCTOBER

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

NOW SHOWING!!! AREA MEMBERSHIP MEETINGS: HOME INVASION!

ACCESS THE VIDEO AT WWW.NASBONLINE.ORG - CLICK ON "MY MEMBERSHIP" AND LOGIN WITH YOUR EMAIL AND PASSWORD



"I really loved how the meeting was prepared in a manner to keep the viewer engaged and wanting to see what was coming next. From the guest A-Listers, to the hilarious intro videos to the information presented, I was in tune the entire time. I really appreciated the authenticity behind it all."



EHA ALTERNATIVE NETWORK INFORMATION FOR NEGOTIATIONS | <https://vimeo.com/436536900>

CHECK OUT A QUICK 17-MINUTE WEBINAR FROM BCBS ON ALTERNATIVE NETWORKS, INCLUDING AN INTRO AND Q&A WITH NASB'S JOHN SPATZ. ALTERNATIVE NETWORKS HELP LOWER COST AND IMPROVE MEMBER BENEFITS WHETHER YOUR DISTRICT IS ELIGIBLE TO PARTICIPATE OR NOT. IT IS IMPORTANT FOR YOUR SCHOOL BOARD MEMBERS, ADMINISTRATORS AND TEACHERS BE EDUCATED NOW PRIOR TO NEGOTIATIONS.

NASB CANDIDATE WEBINAR #3 | OCTOBER 12 | 12:00 TO 1:00 PM CT

LABOR RELATIONS | OCTOBER 14-15 | VIRTUAL

"ASK THE COMMISSIONER ..." WEBINAR | OCTOBER 15 | 4:00 PM CT | CHECK YOUR INBOX FOR DETAILS ...

ORDER YOUR 2020 NEBRASKA EDUCATION LAW BOOK BY OCTOBER 15

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NOVEMBER

NASB DELEGATE ASSEMBLY | NOVEMBER 13 | 1:00 PM CT

2020 STATE EDUCATION CONFERENCE | NOVEMBER 18-20 | OMAHA & VIRTUAL

** NOW IS THE TIME TO SIGN UP TO SERVE AS A MODERATOR NOMINATIONS ARE BEING ACCEPTED FOR STUDENT VOICES **

Contact sendorf@NASBonline.org or visit <http://members.nasbonline.org/index.php/state-education-conference>



ALICAP ANNUAL MEMBERSHIP MEETING | NOVEMBER 18 | 4:00 PM | CHI HEALTH CENTER - OMAHA

NEW BOARD MEMBER WORKSHOPS & WEBINARS | BEGINNING NOVEMBER 30 - THROUGH FEBRUARY 2021

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

BUFFETT EARLY CHILDHOOD INSTITUTE

Superintendents' Early Childhood Plan Evaluation: 2019-20

PRE-PUBLICATION REPORT



Buffett
Early Childhood
Institute

at the University of Nebraska



ACKNOWLEDGMENTS

The Superintendents' Early Childhood Plan Evaluation is a collaborative effort among the Munroe-Meyer Institute (MMI) at the University of Nebraska Medical Center, the Center for Research on Children, Youth, Families, and Schools (CYFS) at the University of Nebraska–Lincoln, and the Buffett Early Childhood Institute at the University of Nebraska. The following teams and individuals contributed to this program evaluation report:

University of Nebraska Evaluation Partners

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Home Visiting Evaluation Team at CYFS, led by Lisa Knoche and Belle Scheef

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Leadership of the Learning Community of Douglas and Sarpy Counties and the 11 school district superintendents

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The Buffett Early Childhood Institute at the University of Nebraska promotes the development and learning of children from birth through age 8. Our vision is to make Nebraska the best place in the nation to be a baby.

Visit buffettinstitute.nebraska.edu for more information.

BUFFETT EARLY CHILDHOOD INSTITUTE

Superintendents' Early Childhood Plan Evaluation: 2019-20

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Executive Summary

The Superintendents' Early Childhood Plan offers an approach for reducing opportunity and achievement gaps based on systemic and structural inequities for children from birth through Grade 3 in the Learning Community of Douglas and Sarpy Counties. The plan was developed in response to legislation (LB 585) passed by the Nebraska Legislature in 2013 that directed the Learning Community Coordinating Council to enact an early childhood program created by the metro Omaha superintendents for young children living in areas with high concentrations of poverty. The plan is financed by a half-cent levy, resulting in annual funding of approximately \$2.9 million to be used for this purpose.

In 2013, the superintendents of the 11 school districts in Douglas and Sarpy Counties invited the Buffett Early Childhood Institute at the University of Nebraska to partner with them to prepare a plan for their review and, after approval by the Learning Community Council, to facilitate the plan's implementation. The plan was adopted unanimously by the 11 superintendents in June 2014 and approved by the Learning Community Council in August 2014. In-depth planning and initial implementation in the districts occurred throughout 2014-15. Implementation of plan components was launched in summer 2015 and continues.

The goal of the Superintendents' Plan is to reduce or eliminate social, cognitive, and achievement gaps among young children living in areas with high concentrations of poverty that are impacted by structural racism and systemic inequities. Translating research into practice, the plan provides for a comprehensive systems approach that transforms learning opportunities for children placed at risk for school failure by the end of third grade. Because of its systemic perspective, the plan is intended to elevate the capacity of the Omaha metro school districts to serve all young children well.

The Superintendents' Plan engages in three levels of implementation through which school districts, elementary schools, and community-based professionals can strengthen efforts targeted at increasing educational opportunity and reducing achievement gaps among young children.

- 1. *School as Hub for Birth Through Grade 3 (full implementation)*** is an approach in which elementary schools serve as a connector to build pathways of continuous, high-quality, and equitable learning experiences for children starting at birth and extending through Grade 3. Strong links between school, home, and community open up new opportunities for family engagement and provide access to supports and resources as they navigate their children's learning experiences. A shared goal is the prevention and reduction of disparities in opportunity and achievement.

2. **Customized Assistance** offers school districts technical assistance and consultation tailored to specific needs in birth through Grade 3 policies and programming. In the 2019-20 school year, the Ralston school district participated in customized assistance projects and related program evaluation.
3. **Professional Development for All** provides a connected series of professional development institutes open to all school and community-based program leaders, teachers, early childhood professionals, and parents who work with young children from birth through Grade 3 in the Omaha metro area. Professional Development for All introduces leading-edge research and innovative practices while promoting collaborative connections and shared commitments to strong early learning and family support systems. In the 2019-20 school year, sessions on executive function and self-regulation were offered in English and Spanish.

The Superintendents' Early Childhood Plan entered its fifth year of implementation and evaluation across six school districts in the Learning Community of Douglas and Sarpy Counties in the fall of 2019. During this year, the evaluation continued to assess school-level change, program quality, family processes, and child learning and development with a focus on program quality and child development and learning. However, this year was unlike any other in the history of Omaha metropolitan schools and the Superintendents' Plan. In March 2020, the COVID-19 pandemic led districts to close school buildings through the end of the academic year and transitioned to distance learning strategies and suspend year-end assessments. Families were engaged in home visiting that was virtual, rather than in person. These changes impacted schooling for children, families, and teachers, as well as the Superintendents' Plan implementation and evaluation. Throughout this report, details are provided regarding modifications in programming and how evaluation captured learning from adaptations to the COVID-19 pandemic.

For the 2019-20 year, evaluation activities were intended to address the following questions:

What has been learned about the processes and outcomes related to program quality, family processes, and child learning and development?

- *Are family supports and classroom practices related to program quality improving?*
- *Do family interaction processes reflect support and engagement?*
- *How are children in full implementation schools learning and developing?*
- *How are schools implementing School as Hub?*

A variety of methods was used in the current evaluation approach, including observations in family homes, direct child assessments, and family surveys. Principals, school staff, and educational facilitators were interviewed about their work supporting

school connections with families and communities. In all evaluation processes, efforts were made to understand how schools and families engage in creating contexts that support children's learning and development and how schools can be supported in leading that engagement. Evaluation to address these questions was incomplete due to disruptions in programs and assessments as a result of the COVID-19 pandemic. Findings related to program quality, family processes, and child learning and development that could be examined are highlighted below.

Are family supports and classroom practices related to program quality improving?

- ***Home visiting and personal visit*** participation has remained stable. While implementing home visiting can be challenging for schools, efforts to engage families are increasing and shifted to virtual home visiting in the spring of 2020.
- ***Classroom quality*** has improved over the first five years of the full implementation and was significantly higher in 2019-20 relative to 2015-16 for classroom organization, instructional quality, and emotional support.

Do family interaction processes reflect support and engagement?

- ***Family engagement***, as connected to interaction with the home visitor and measured via the Home Visiting Rating Scales (HOVRS), improved over the course of the school year, reflecting increased quality relationships among home visitors and families.
- ***Parent-child interaction***, as assessed by the Keys to Interactive Parenting Scale (KIPS) assessment tool, reflected that most parents involved in the home visiting evaluation were interacting with children in ways that supported early learning.
- ***Family perceptions of school engagement***, assessed using an adapted version of the Family Engagement Survey, reflected relatively high family perceptions of engagement with schools. Future efforts aim to increase the number of families who provide feedback using the survey.

How are children in full implementation schools learning and developing?

- ***Development and learning from birth – 3 years*** were assessed using a screening tool completed by parents. The majority of children enrolled in home visiting were developing typically, according to parents.
- ***Academic achievement in Kindergarten through Grade 3*** was assessed using school-based achievement assessments in fall and winter, but not in spring due to the pandemic. On average, children's reading and mathematics achievement status were below the expected levels and varied by family and child demographics related to income, race, and ethnicity. However, the absence of an end-of-year data point renders this conclusion premature at best.
- ***Executive functioning in PreK – Grade 3*** was evaluated using a standardized assessment. Children's executive functions were in the average range.

How are schools implementing School as Hub?

- ***Schools and districts are increasing their leadership of the Superintendents' Plan.*** Schools are shifting their perspectives related to engaging families from birth onward and learning what it means to prioritize this work amidst the landscape of competing priorities.
- ***School and district leadership have shifted their perspectives to integrating a birth – Grade 3 approach to learning.*** This is manifest in increased ownership of School as Hub, greater engagement with families, and a growing value for community partnership.
- ***Leadership has been instrumental in responding to the pandemic to provide instructional supports for families.***

The work of influencing the perspectives of school systems is complex and labor intensive and made more complex and difficult in the context of an unprecedented pandemic. As the Superintendents' Early Childhood Plan enters its sixth year, program and school staff have learned to identify essential elements of school systems change. Schools and districts are engaging families and communities from children's birth through Grade 3 with varying intensity across schools and districts. Evaluation efforts are capturing how efforts are implemented and how they are manifest in program quality and family engagement.

The Superintendents' Early Childhood Plan: Overview

The Superintendents' Early Childhood Plan offers an innovative, comprehensive approach for reducing opportunity gaps based on systemic and structural inequities for children from birth through Grade 3 in the Learning Community of Douglas and Sarpy Counties. The plan was developed in response to legislation (LB 585) passed by the Nebraska Legislature in 2013 that directed the Learning Community Coordinating Council to enact an early childhood program created by the metro Omaha superintendents for young children living in areas impacted by high concentrations of poverty. The plan is financed by a half-cent levy, resulting in annual funding of approximately \$2.9 million to be used for this purpose.

In 2013, the superintendents of the 11 school districts in Douglas and Sarpy Counties invited the Buffett Early Childhood Institute at the University of Nebraska to partner with them to prepare a plan for their review and, after approval by the Learning Community Council, to facilitate the plan's implementation. The plan was adopted unanimously by the 11 superintendents in June 2014 and approved by the Learning Community Council in August 2014. In-depth planning and initial implementation within the districts occurred throughout 2014-15. Implementation of plan components was launched in summer 2015 and continues.

The goal of the Superintendents' Plan is to reduce or eliminate gaps for young children impacted by structural racism and systemic inequities. Translating research into practice, the plan provides for a comprehensive systems approach that aims to transform learning opportunities for children who are put at risk for school failure, starting at birth and continuing through the end of third grade. Because of its systemic perspective, the plan is intended to elevate the capacity of the Omaha metro school districts to serve all young children well, not just those impacted by poverty.

THREE LEVELS OF IMPLEMENTATION

The Superintendents' Plan engages in three levels of implementation through which school districts, elementary schools, and community-based professionals can strengthen efforts targeted at increasing educational opportunities and reducing achievement gaps among young children.

Level 1: Full Implementation of the School as Hub for Birth – Grade 3 Approach

In this systems-level implementation, schools serve as hubs that connect young children, birth to Grade 3, and their families to a pathway of continuous, high-quality, and equitable learning experiences. This continuum includes home visiting for children birth to age 3, personal visits in the context of transitions to high-quality preschool for 3- and 4-year-olds, and aligned Kindergarten through Grade 3 educational experiences.

Educators, families, and communities work together to attain new levels of excellence in children’s early learning experiences, from birth through Grade 3. Table 1 displays demographics for full implementation schools.

On March 13, 2019, the staff of the Buffett Early Childhood Institute transitioned to working remotely due to the pandemic. One by one, each of the 11 school districts in the Superintendents’ Plan closed their buildings and offered online learning, suggested at-home practice activities, or take-home curriculum packets. The 10 full implementation schools varied in their support of students and families, based on district decisions and/or available resources. The Buffett Institute staff specialists, educational facilitators, and program administrator supported each school based on the needs of the school and community, providing:

Direct Support

- Adaptation of home visitation
- Food and curriculum distribution
- Grade-level transition support
- Coaching for home visitors/family facilitators, teachers, and paraprofessionals
- Professional development for home visitors/family facilitators

Resources

- Training and materials for social-emotional learning
- Best practices for supporting children’s learning remotely
- Child care connections
- Child development guidelines

Planning

- Professional Development for All went online
- Professional development for full implementation schools, related to remote learning
- Instruction
- Social-emotional learning
- End-of-year and summer learning

TABLE 1. | SCHOOL AND DISTRICT CHARACTERISTICS: FULL IMPLEMENTATION SCHOOLS 2019-20

District and Schools	2019-2020 Student Enrollment	2019-2020 % Free/Reduced Lunch	2019-2020 % Students of Color	% At or Above Proficient Grade 3 Language Arts*	% At or Above Proficient Grade 3 Math*
Bellevue	9,689	41.49%	33.41%	53%	52%
Belleaire	305	71.48%	44.59%	47%	50%
DC West	975	30.67%	11.08%	60%	61%
DC West	486	30.66%	8.44%	58%	63%
Millard	24,038	21.99%	23.24%	65%	65%
Cody	318	45.28%	37.74%	55%	59%
Sandoz	366	43.17%	40.44%	31%	32%
Omaha	53,483	73.67%	74.43%	33%	30%
Gomez Heritage	816	83.70%	92.40%	29%	23%
Liberty	695	85.90%	89.78%	17%	19%
Mount View	355	85.92%	87.61%	16%	20%
Pinewood	221	73.76%	80.09%	33%	28%
Ralston	3,378	56.99%	49.79%	40%	41%
Mockingbird	390	67.95%	70.51%	33%	36%
Westside	6,094	32.08%	30.69%	60%	59%
Westbrook	558	42.83%	45.70%	42%	40%
Total school enrollment	4,510				
Total district enrollment	97,647				

*Based on 2018-19 proficiencies

Level 2: Customized Assistance to Districts

Customized Assistance offers school districts technical assistance and consultation tailored to specific needs in birth through Grade 3 policies and programming. In the 2019-20 school year, the Ralston school district participated in customized assistance projects and related program evaluation. The Ralston school district made efforts to continue fostering child care partnerships and high-quality PreK practices, particularly around language development.

Level 3: Professional Development for All

Professional Development for All (PD for All) provides a connected series of professional development institutes open to all school and community-based program leaders, teachers, early childhood professionals, and parents¹ who work with young children from birth through Grade 3 in the Omaha metro area. PD for All introduces leading-edge research and innovative practices while promoting collaborative connections and shared commitments to strong early learning and family support systems. The theme for the 2019-20 PD for All series was “Executive Function and Self-Regulation.” Five institutes were scheduled, three in English and two in Spanish, to provide professional development to more than 500 early childhood education professionals. Unfortunately, due to inclement weather and COVID-19, only two of the five scheduled events occurred. Over the summer, three live webinars of an hour to 1.5 hours in length were presented.

THE FIFTH YEAR OF FULL IMPLEMENTATION OF THE SCHOOL AS HUB BIRTH – GRADE 3 APPROACH

School as Hub for Birth – Grade 3 is a leading-edge approach in which elementary schools serve as a connector to build pathways of continuous, high-quality, and equitable learning experiences for children starting at birth and extending through Grade 3. Strong links between school, home, and community open new opportunities for families’ engagement and provide access to supports and resources as they navigate their children’s learning experiences. A shared goal is the prevention and reduction of disparities in opportunity and achievement based on structural racism and systemic inequities.

According to the tenets of change for the School as Hub for Birth – Grade 3 approach, continuity, quality, and equity for children are the lens through which practices and policies are shaped and evaluated at all levels of educational systems, including classrooms, elementary schools, districts, and communities. Only by addressing all levels of the system can we expect this approach to be effective in reducing or eliminating disparities in opportunity and achievement based on structural racism and systemic inequities.

Continuity refers to the commitment to provide children with seamless learning and educational experiences from birth through Grade 3. Continuity and seamless transitions across the full birth through Grade 3 continuum promote stability and long-term educational success for children (Stipek et al., 2017; Takanishi, 2016).

Quality refers to the commitment to implement practices with families, children, and educators that are evidence-based, produce positive developmental and educational outcomes, and are informed by continuous improvement. (National Academies of Sciences, Engineering, and Medicine, 2016; Pianta, Downer, & Hamre, 2016).

Equity refers to the commitment that every child receives what is needed to succeed in school and life (Blankenstein & Noguera, 2016). An explicit focus on equity

¹ The term "parent" is used in this report to refer to the family member (parent, grandparent, guardian) who served as the primary contact and participant in the evaluation.

throughout School as Hub practices and policies provides an essential catalyst for progress toward the goal of preventing and eliminating disparities in opportunity and achievement based on structural racism and systemic inequities by starting early.

An essential feature of the School as Hub approach is a guiding integrated framework that combines educational experiences for children with opportunities for family engagement and parenting supports. The School as Hub framework identifies three essential dimensions, requiring schools to: (1) implement a continuum of birth through Grade 3 practices; (2) strengthen organizational environments; and (3) build professional capacity. These dimensions highlight the School as Hub for Birth Through Grade 3 approach as a systems approach through which multiple components work together interactively. While changes in practices to enhance child and family supports are at the forefront, school organizational environments and professional capacity are equally influential dimensions that must be intentionally cultivated as part of the transformation from traditional elementary school to School as Hub for Birth Through Grade 3 (Fullan, 2010; Sebring et al., 2006). As the School as Hub approach is implemented, strategic and interdependent changes are promoted to build professional capacity through leadership and collaborative learning. Organizational environments, such as school culture and family-school partnerships, also are strengthened. Table 2 describes the three dimensions and their components.

TABLE 2. | SCHOOL AS HUB FOR BIRTH THROUGH GRADE 3 FRAMEWORK

DIMENSIONS		
Implement Birth – Grade 3 Continuum of Practices	Strengthen Organizational Environments	Build Professional Capacity
COMPONENTS		
<ul style="list-style-type: none"> • Child-Centered Teaching and Learning • Child-Centered Parenting and Learning • Cross-Cutting Practices 	<ul style="list-style-type: none"> • Culture and Climate • Family-School Partnerships • Community-School Connections 	<ul style="list-style-type: none"> • Leadership • Professional Learning • Collaboration

Evaluation activities specific to each of the three interconnected levels of implementation in the Superintendents’ Plan are described in the sections that follow.

EVALUATION OF THE SCHOOL AS HUB FOR BIRTH – GRADE 3 APPROACH

The Superintendents’ Early Childhood Plan Evaluation aims to capture the degree to which the School as Hub for Birth Through Grade 3 framework is being implemented and observed across a range of districts and schools. In the following sections, we

describe the methods used to evaluate the approach, findings related to program quality, and what is being learned about efforts in the full implementation schools. Subsequent sections describe engagement in the customized assistance and Professional Development for All programming.

The evaluation of the School as Hub Birth – Grade 3 approach (full implementation) includes evaluation at four system levels:

- Program quality in home visiting and classrooms
- Family engagement processes
- Child development and learning outcomes
- Program implementation within school systems

For the 2019-20 year, evaluation activities addressed the following questions, though not all questions were fully answered due to the onset of the COVID-19 pandemic:

What has been learned about the processes and outcomes related to program quality, family processes, and child learning and development?

- *Are family supports and classroom practices related to program quality improving?*
- *Do family interaction processes reflect support and engagement?*
- *How are children in full implementation schools learning and developing?*
- *How are schools implementing School as Hub?*

The full implementation approach is designed to bring about significant shifts in how “schools do school” over time. Principals, teachers, school staff, children, and families participate in the program. In addition to principals and teachers, school staff include a home visitor and family facilitator employed by each school (and funded by the levy associated with LB 585) to provide early parenting supports and promote family-school-community partnerships. Table 1 describes the characteristics of the children enrolled in the full implementation districts and schools.

Evaluation Overview: Full Implementation

The evaluation was designed to document, measure, and support the implementation of the Superintendents’ Plan, and to provide information about shifts in practices and progress in school systems, family processes and engagement, and child learning and development.

The quality of home visiting and classroom practices was assessed using the same observational measures as in previous years. Family process assessments included observations of parent-child interactions and a modified survey to assess aspects of family engagement, aligned with the theory of change dimensions. Child development

and learning outcomes were assessed with standardized measures of educational achievement and executive function. The measures chosen were either currently being utilized by the schools or could be implemented with all children in the same manner as the current school-based measures so that data could be used for multiple purposes. Data sharing agreements were negotiated with participating districts to facilitate the use of school-based data. General methods by child age group are described below. Specific methods for program quality, family processes, and child learning and development are described in the sections that follow.

Birth – Age 5

Families of children under 5 years who were enrolled in either home visiting (birth – 3 years) and/or in family facilitation (3 – 5 years) who consented to participate in the evaluation are represented in these results. Families completed developmental screening and home visiting observations that included home visitor interaction quality and parent-child interaction.

Age 3 (transitioning out of home visiting)

To allow examination of a similar “starting point” or baseline for all children enrolled in home visiting, direct assessments of academic skills, language, and social-emotional (executive function) were performed for children at age 3 who were transitioning out of the home visiting program into one of the 3 – 5 pathways (school PreK, community child care options, or home-based education).

PreK – Grade 3

Evaluation staff used school-based child assessments, direct child assessments, video observations of classroom practices, and a family survey. All children in PreK through Grade 3 were asked to participate in the evaluation through a passive consent process, which consisted of a letter sent to each school family providing an overview of the evaluation activities and the use of student assessment data. Families could decline participation in the evaluation by signing and returning the opt out form to schools within the required time frame. This process resulted in 2,820 PreK through Grade 3 children across 10 full implementation schools participating in the evaluation, with 170 declining to participate.

Following Children From Previous Cohort Design

Children included in the original design and any additional children for each of the following years continue to participate in the evaluation. Children from all the cohorts will be followed through third grade. For children enrolled in birth – age 5 programming (e.g., home visiting and personal visits), future evaluation will consider the number of years children were enrolled in programming and participation in School as Hub

components. This will be particularly valuable as we consider children in the original birth to age 3 cohort who experience multiple years of home visiting.

Data Analytic Approach

Descriptive and inferential data analytic approaches were used to address the evaluation questions. Statistical analyses were conducted to test for differences across time points and groups, when possible, as well as to account for clustering of data (e.g., children and teachers within schools). Sample sizes (of classrooms and students) were often insufficient for determining the statistical significance of group differences and change over time.

Program Quality: Home Visiting and Classroom Practices

BIRTH – AGE 5: HOME VISITING AND FAMILY FACILITATION

Schools Continue to Learn How to Engage With Families From Birth

School-based, voluntary home visiting is a key program component for the School as Hub Birth – Grade 3 approach. Consistent, high-quality home visiting in the early years has been shown to increase children’s outcomes over time by: (1) increasing parents’ capacity to support their child’s learning and development (Caldera et al., 2007) and (2) enhancing families’ relationships and engagement with their child’s school (Wessels, 2013). The home visiting program includes three one-hour visits per month with each participating family throughout the school year and summer months. As children age out of home visiting when they are 3 years old, family facilitators continue to perform personal visits with most families once per month to provide continuity of educational experiences for children until they enter school-based PreK or Kindergarten.

Leaders at each school identified criteria for recruiting families into the voluntary home visiting program, with an emphasis on including children and families facing higher barriers to opportunities. Early and continuous engagement with families was encouraged by the school staff; therefore, schools prioritized recruitment of families with children under age 1 or those expecting a child. Other recruitment priorities included low income, teen parent(s), low birth weight, low maternal education level, and home language other than English. When home visitors enrolled families in the program, they invited them to participate in the evaluation. Evaluation activities in the 2019-20 year focused on the process of home visitation and parent-child interaction.

The metro Omaha area felt the effects of the global pandemic, and by mid-March 2020, all area schools, including the 10 full implementation schools, were closed. Home visitors and family facilitators worked closely with families to support basic needs. Food insecurity, loss of child care, unemployment, and the overall stress of the unknown weighed heavily on these families. Home visitors and family facilitators were quick to respond. They connected with families via phone calls, text messaging, and video conferencing to support each family’s individual needs. The Institute’s family engagement specialists, working with the school-based home visitors and family facilitators, provided additional support, including increasing the monthly Community of Practice to twice a month and increasing one-on-one coaching sessions with each home visitor and family facilitator.

An important decision for parents includes the milestone of their child turning 3 and making a family choice of a preschool experience. The Buffett Institute defined these choices as pathways. By age 3, parents informed the home visitor and family

facilitator of their child's pathway. Will the child be enrolling in school-based PreK or Head Start, community child care, or staying at home with family, a friend, or a neighbor (FFN)? Parents who chose the pathway of community child care or staying at home with FFN continued receiving monthly personal visits with the family facilitator. As of May 31, 2020, 41 children turned 3 years old and transitioned from traditional home visiting into one of the pathways. Of this group, 28 children were accepted into school-based PreK or Head Start classrooms, and the remaining 13 children stayed home or attended community programs.

School-based home visitors and family facilitators implemented the Growing Great Kids curriculum (GGK; Eliot, Flanagan, Belza, & Dew, 2012). Growing Great Kids focuses on understanding family assets, building secure attachments, and cultivating resilience. Home visitors engaged and empowered parents in their role as educators of their children. To ensure a smooth transition and building upon home visitation, the family facilitators continued supporting families in a reciprocal partnership using Growing Great Kids for those families who continued with personal visits.

For professional development and coaching purposes, the Home Visiting Rating Scales (HOVRS; Roggman et al., 2017) was used to assess the quality of home visits and personal visits. The HOVRS assessment includes a videotaped observation containing two subscales: home visiting practices and family engagement. Individual items are scored using anchors that indicate the quality of the interaction (1 = needs training, 3 = adequate, 5 = good, 7 = excellent), and each scale is assigned an overall score (1 – 7). Home visiting practices refers to the home visitor's responsiveness, relationship with the family, facilitation of parent-child interactions, and non-intrusiveness and collaboration. Family engagement refers to how the home visitor supports developmentally appropriate parent-child interactions (see section on Family Processes).

Home visit and personal visit quality is typically evaluated twice per year. Because of the pandemic, the home visit and personal visit quality was assessed just once.

HOVRS coders participate in a rigorous training and reliability process. Coders must achieve 85% reliability and submit to ongoing reliability checks on every fifth video to continue coding. Individualized reports are shared with the program staff for professional development and self-assessment purposes. Compilations of these data are utilized for evaluation aims. Recorded observations were evaluated from 10 home visitors and two family facilitators for a total of 12 school-based professionals. Fifty-three completed observations included 51 from home visitors and two from family facilitators. Fifty-one different families participated in these recorded evaluation observations.

TABLE 3. | CHILDREN AND FAMILIES ENROLLED IN HOME VISITING

School	ENROLLED		CONSENTED TO EVALUATION	
	Families	Children	Families	Children
Belleaire	12	13	10	10
Cody	7	8	1	1
DC West	6	7	6	6
Sandoz	12	17	11	14
Gomez Heritage	13	14	11	11
Liberty	13	15	11	11
Mockingbird	15	16	11	12
Mount View	7	8	3	3
Pinewood	7	8	7	7
Westbrook	11	15	9	12
Totals	103	121	80	87

The home visiting practices subscale was used to assess the behaviors of home visitors based on four scales, each of which is assigned a rating of 1 to 7. The scales include: responsiveness to family, relationship with family, facilitation of parent-child interactions, and non-intrusiveness and collaboration. The four subscale scores are summed to provide the summary score. Most summary mean scale scores were within the “adequate” range (11-18). Mean home visit practice quality summary scores were 15.74 (*SD*=3.63) at the fall data collection. Scores for the individual item relationship with the family, a foundational element for building trust in the context of home visiting, was positively rated in the “good” range at 5.04. Home/personal visits from 29 families were observed and scored in fall 2018 and again in fall 2019. For these 29 families, the Home Visit Practices demonstrated by their visitors remained consistent ($t(28)=-0.09$, $p>.05$) from fall 2018 ($M=15.17$; $SD= 3.97$) to fall 2019 ($M=15.10$; $SD=3.29$).

PREK – GRADE 3: CLASSROOM TEACHING PRACTICES

The quality of teachers’ practices and interactions in the classroom is associated with higher academic and social interactions throughout the elementary school years (Hamre & Pianta, 2003). To enhance quality instructional practices, the Superintendents’ Early Childhood Plan employs methods and instructional content grounded in child development and learning. Educational facilitators provide coaching and professional learning opportunities for PreK – Grade 3 teachers and work with all school staff to promote school climates that support evidence-based strategies to support children’s optimal learning and development.

The Classroom Assessment Scoring System (CLASS) is an observational tool that

assesses the quality of classroom practices in the domains of emotional support, classroom organization, and instructional support (see Figure 1). CLASS scores (scaled from 1 to 7) are correlated with student achievement (Pianta, La Paro, & Hamre, 2008). Preschoolers in classrooms with higher-quality interactions based on CLASS observations showed greater learning gains across school readiness domains, including executive functioning and early literacy (Vitiello, Bassock, Hamre, Player, & Williford, 2018). PreK through Grade 3 classrooms across all 10 full implementation schools participated in the CLASS assessment and were videotaped for an hour during November 2019 through January 2020. Trained evaluators reviewed and scored the video, and teachers received their score reports and had access to video to observe their teaching. Classroom teachers and educational facilitators work collaboratively to reflect and set goals using the CLASS data.

FIGURE 1. | CLASS DOMAINS AND DIMENSIONS

EMOTIONAL SUPPORT	CLASSROOM ORGANIZATION	INSTRUCTIONAL SUPPORT
<ul style="list-style-type: none"> • Positive Climate • Teacher Sensitivity • Regard for Student’s Perspective • Negative Climate 	<ul style="list-style-type: none"> • Behavior Management • Productivity • Instructional Learning Formats 	<ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language Modeling

Teacher Practice Scores Surpass National Benchmarks

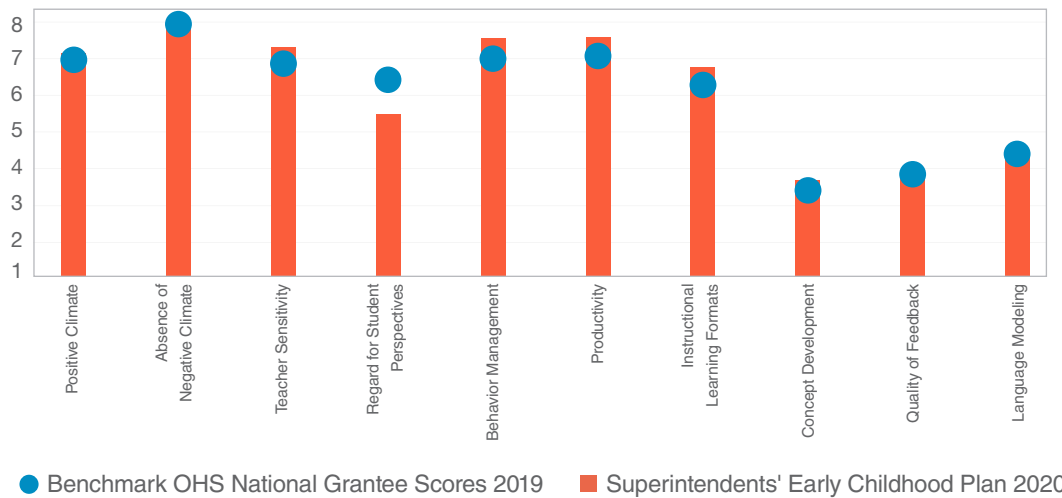
PreK through Grade 3 classrooms overall were of high quality. To situate the quality of classroom interactions in a national context, CLASS domain and dimension scores from the 2019-20 academic year were compared to national Head Start grantee national average scores from the national Office of Head Start (Data & Ongoing Monitoring, 2020). Although these data from Head Start represent the preschool population, they were used to compare to the PreK to Grade 3 classrooms, as no other national comparative Grade K – 3 data is available. Overall, classroom quality, as measured by CLASS, outperformed national averages across domains and the majority of the dimensions. Figure 2 represents PreK and Grade K – 3 CLASS dimension scores compared to the Head Start national averages, represented by blue dots.

- Emotional Support reflects positive teacher-student relationships and communication patterns. Kindergarten through Grade 3 teachers in the full implementation schools exceeded Head Start national grantee average scores on three of four Emotional Support dimensions including positive climate ($M=6.13, SD=.78$), absence of negative climate ($M=6.94, SD=.20$), and teacher sensitivity ($M=6.32, SD=.83$).
- Classroom Organization reflects settings in which teachers establish structures and opportunities for student engagement in learning, including facilitating student

discovery and supporting attention through clear expectations and routines. Scores for Classroom Organization are in the high-quality range and exceeded Head Start grantee average scores for behavior management ($M=6.55$, $SD=.73$), productivity ($M=6.58$, $SD=.61$), and instructional learning formats ($M=5.77$, $SD=.88$).

- Instructional Support reflects how the teacher uses language and activities to scaffold children’s learning. Instructional Support scores in the full implementation Kindergarten – Grade 3 classrooms are mid-range and reflect national trends (Hamre, 2014; Moiduddin, Aikens, Tarullo, West, & Xue, 2012). These scores exceeded national benchmark scores across all dimensions, including concept development ($M=2.69$, $SD=1.13$), quality of feedback ($M=2.93$, $SD=1.02$), and language modeling ($M=3.45$; $SD=1.07$).

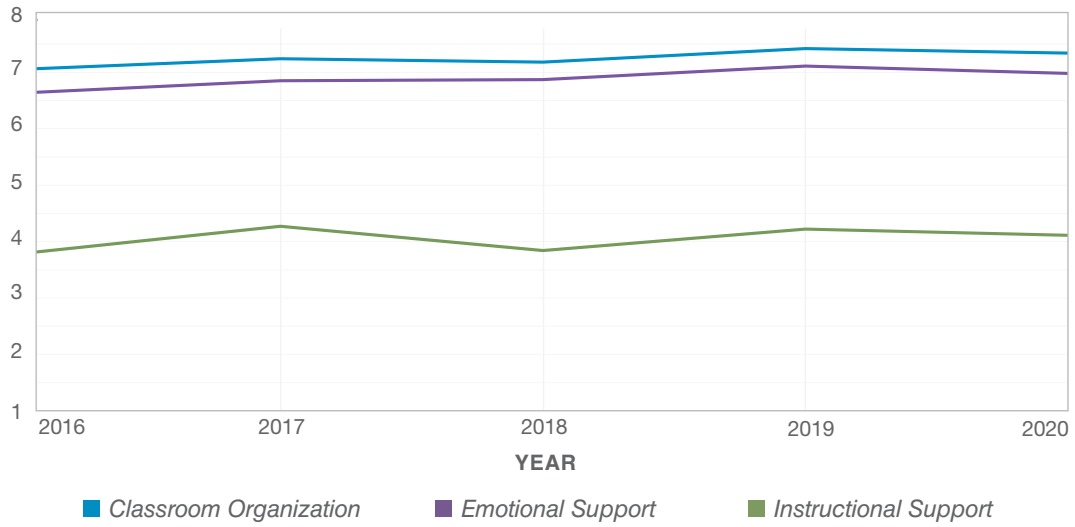
FIGURE 2. | PREK AND K – GRADE 3 CLASS DIMENSION SCORES COMPARED TO NATIONAL BENCHMARK, N=142



Classroom Interactions and Instruction Trends Are Strong and Increasing Over Time

CLASS scores in all three domains improved over the first five years of the full implementation and were significantly higher in 2019-20 relative to 2015-16 across all three domains. Current year scores were also significantly higher relative to 2018 in Instructional Support and Classroom Organization, while Emotional Support was rated lower in the current year, relative to 2018-19. All three domains showed an overall positive directional trend (See Figure 3).

FIGURE 3. | PREK – GRADE 3 CLASS DOMAIN SCORES ACROSS TIME, N=94



Family Processes

The Superintendents' Plan works with schools to address support of families of young children, birth – Grade 3. Schools can support families by helping families connect with other families, school staff, and helpful community resources (Min, Anderson, & Chen, 2017). Research shows that welcoming, embracing, and supporting parents and other caregivers central to children's lives supports the development of the trusting relationships needed to promote true partnerships with families (Pecaski, McLennan, & Howitt, 2018). Through intentional interactions with every family, such as those taking place in the context of a home visiting relationship or parent-child interaction group, schools can provide information about child development and learning and promote healthy relationships. These trusting relationships often offer families an opportunity to ask questions, express opinions, and learn about school processes. Schools can listen and be responsive to families as a part of this partnership and shift their practices related to partnering with families, communication, school culture, and trust. To learn about family processes, birth to Grade 3, in the full implementation, we examined parent-child engagement and interaction and surveyed families about their engagement with schools.

HOME VISITING AND FAMILY FACILITATION FOSTER POSITIVE PARENT-CHILD INTERACTION

Connecting families to early education knowledge, other families, and the schools in their communities are the sources of family engagement and a major goal of home visiting in the School as Hub Birth – Grade 3 approach. The quality of family processes is assessed using the Home Visiting Rating Scales (HOVRS; Roggman et. al., 2017), focused on the family engagement subscale. The family engagement scale assesses the degree to which the home visitor supports developmentally appropriate parent-child interactions. Home visitors ($n=10$) and family facilitators ($n=2$) video recorded parent-child-home visitor/family facilitator interactions as part of the home visit, and these were coded by trained evaluators.

The three family engagement scales: Parent Engagement, Child Engagement, and Parent-Child Interaction, are each rated between a minimum of 1 and maximum of 7 and are summed to get the summary score. At baseline, family engagement subscale scores were approaching the “good” range of engagement ($M=13.77$, $SD=3.56$). Home/personal visits from 28 families were observed and scored in fall 2018 and again in fall 2019. These families demonstrated consistent ($t(28)=-.92$, $p>.05$) parent engagement behaviors from fall 2018 ($M=14.04$; $SD= 2.82$) to fall 2019 ($M=13.14$; $SD=3.68$).

POSITIVE PARENT-CHILD INTERACTIONS SUPPORT LEARNING AND DEVELOPMENT

The parent-child relationship contributes in essential ways to young children's development and learning (Richter, Griesel, & Manegold, 2004). A primary goal of home visiting is to help the parent develop and maintain a positive relationship with their child

(Sama-Miller et al., 2017). In the context of the home visit, the home visitor or family facilitator video records the parent and child engaging in play for 10 minutes. Trained coders observed how the parent and child interacted in play and use the Keys to Interactive Parenting Scale (KIPS; Comfort & Gordon, 2006) to observe how the parent responds to the child in ways that promote trust and acceptance, scaffold child learning, and encourage the child’s self-confidence. The 12-item scale is rated on a 5-point scale (1 = rarely, 3 = usually, and 5 = consistently). In the fall of 2019, 51 observations were recorded and rated for 50 families; one family had multiple children enrolled in the program. Most families participating in home visiting demonstrated moderate to high-quality parent-child interactions ($M=3.62$, $SD=.60$), suggesting that on average, parents are responsive and supportive of their children’s development and learning (see Figure 4). Of these 50 families, 23 had also been observed previously in the spring of 2019. These families demonstrated slight (non-significant; $p = 0.69$) improvement from the spring of 2019 ($M=3.50$; $SD=0.60$) to the fall of 2019 ($M=3.73$; $SD=0.55$). This slight improvement in parenting skills over this six-month period of time (see Figure 5) may indicate that cumulative time spent in home visitation activities prompts positive growth in parents’ observed interactions with their children.

FIGURE 4. | QUALITY OF PARENT-CHILD INTERACTIONS IN HOME VISITING FAMILIES, FALL 2019

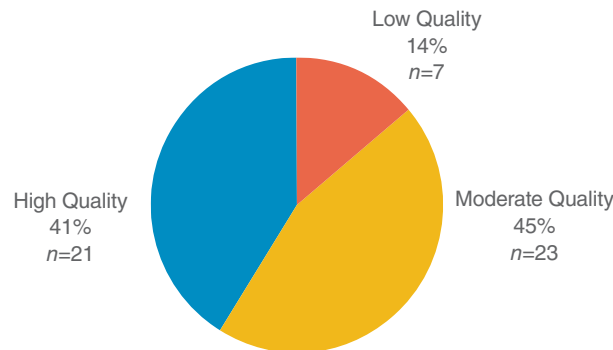
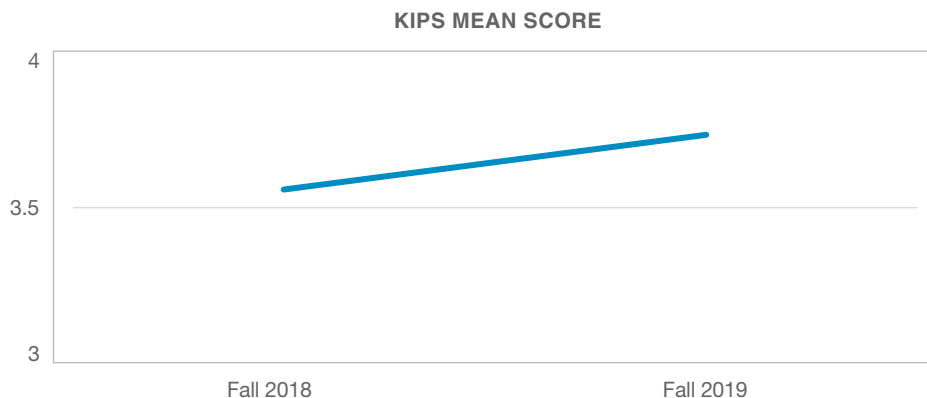


FIGURE 5. | CHANGE IN QUALITY OF PARENT-CHILD INTERACTIONS, FALL 2018 TO FALL 2019



ASSESSING FAMILY PERCEPTIONS INFORMS FAMILY-SCHOOL PARTNERSHIPS

When schools engage meaningfully with families, children demonstrate better educational achievement and social outcomes (Fantuzzo et al., 2004). To support schools' practices engaging families for continuity, quality, and equity, an adaptation of the Road Map Family Engagement Survey (Ishimaru & Lott, 2015) was used to assess families' perceptions about collaboration among families, communities, and schools. Twelve items addressed six domains: Parent/Family Knowledge and Confidence, Welcoming and Culturally Responsive School Climate, Parent/Family Influence and Decision-Making, Family-Educator Trust, Family-Educator Communication, and Principal Leadership for Engagement. Parents rank items on a scale from 1 (strongly disagree) to 7 (strongly agree). Surveys were distributed to families in full implementation schools in grades PreK to Grade 3, in either online or paper format, based on school preference. Families enrolled in home visiting or family facilitation also received the surveys.

A total of 889 families responded to the FES across all 10 schools, with 258 (29%) of these families reporting speaking a language other than English in the home. The majority of the families reported their race as White ($n=541$; 72%) with the next largest race categories reported being "Two or more races" ($n=83$; 11%) or Black ($n=73$; 10%). A majority of the families ($n=545$; 65%) reported qualifying for the Free or Reduced Lunch (FRL) program. Across the schools, families responding to the survey ranged from 37 (low) to 258 (high) per school, with an average response rate of 10% across each of the 10 schools.

On a scale of 1 (low) to 7 (high), families rated schools very positively, with item means ranging from 5.95 ($SD=1.83$) to 6.50 ($SD=1.56$). The highest-rated item across the schools was "I know someone at (school) who will assist me and my family in our home language in resolving questions and concerns regarding my child." The lowest-rated item, while still very positive, was "I have opportunities to influence what happens at (school)." Descriptive analyses were completed that compared parent responses based on race, ethnicity, eligibility for FRL, and family language.

A longitudinal analysis examined changes between parent responses to individual survey items in 2019 compared to 2020. While all items were rated lower than the previous year, there were few significant differences. Parents rated four items lower in the current school year, including: I am greeted warmly when I visit or call (school) ($t(1606) = 2.04$, $p = .041$); My child's teachers, home visitor, or family facilitator help me understand what I can do to help my child learn ($t(1603) = 2.21$, $p = .027$); If your home language is not English: I know someone (school) who will assist me and my family in our home language in resolving questions and concerns regarding my child ($t(839) = 2.98$, $p = .003$); and The principal at (school) seeks and uses parents' ideas and suggestions to improve the school ($t(1602) = 2.36$, $p = .019$). Figure 6 displays the families' ratings for each item across the two years.

FIGURE 6. | RATINGS OF FAMILY-SCHOOL PARTNERSHIPS



*Denotes statistical significance at p<.05

Child Development and Learning

Over time, a focus on continuity, quality, and equity in the context of the School as Hub Birth to Grade 3 is expected to manifest in an increase in opportunities for all children to receive a dynamic and engaged educational experience and a subsequent reduction in the development and learning gap between children of different racial and economic backgrounds. Children’s development and educational achievement are examined annually. Measures used in the 2019-20 school year were intended to (1) identify development concerns in the birth to 3-year-old population participating in home visiting, (2) examine 3-year-olds’ language skill and early academic skill related to math and reading, and (3) examine development and learning for children using school-based assessments for reading and math, PreK to Grade 3.

DEVELOPMENT AND LEARNING: BIRTH – 5 YEARS

Children’s development was assessed using the Ages and Stages Questionnaire, Third Edition (ASQ-3; Squires, Bricker & Twombly, 2009). A screening tool, the ASQ-3 includes 21 age-specific questionnaires for three to 60 months, with items assessing five developmental areas: communication, gross motor, fine motor, problem solving, and personal-social. Scores for each developmental area are assigned one of three ratings meant to indicate risk of developmental delay and need for referral: Developmental Concerns (lowest), Borderline (mid-range), Typical (highest). Families complete the questionnaires in the context of the home visit or personal visit; home visitors and family facilitators score and discuss any concerns families may have about their child’s development. Due to the ongoing recruitment of families into home visiting and family facilitation, children’s ages at first assessment varied. One hundred-seventy-seven children were assessed at least one time ($M=18.67$ months, $SD=11.03$ months), with the youngest child measured at one month and the oldest child measured at 60 months.

Due to the variability in the number and timing of assessment points, children’s initial enrollment questionnaire served as the focus of these analyses. A majority of children in home visiting were developing typically (86% – 92% across five areas), and a very small number presented developmental concerns (0 – 4 children across five areas). Figure 8 illustrates the proportion of children rated in each developmental category.

FIGURE 7. | CHILDREN BIRTH – AGE 3 ASQ SCORES BY DEVELOPMENTAL DOMAIN

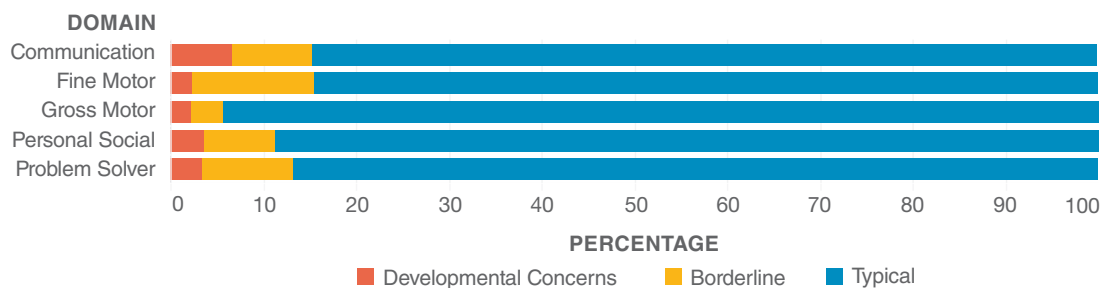
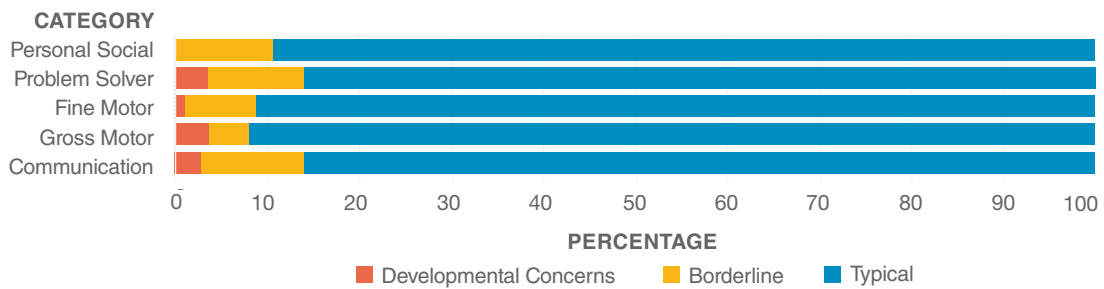


FIGURE 8. | CHILDREN BIRTH – AGE 3 ASQ SCORES BY DEVELOPMENTAL CATEGORY, N=114



ACADEMIC ACHIEVEMENT

An indicator of children’s early academic achievement includes the ability to understand written language and acquire fundamental math concepts. In the Superintendents’ Early Childhood Plan, educational facilitators work with classroom teachers to support academic instruction in PreK – Grade 3 classrooms.

Language, Cognitive, and Academic Skills at 3 Years

The Northwest Evaluation Association’s Measures of Academic Progress Growth (NWEA MAP) was used to examine students’ academic achievement and growth. MAP Growth is a computer-adaptive, multiple-choice norm-referenced assessment that measures student proficiency and growth in the areas of reading, mathematics, language usage, and science. Schools participating in the Superintendents’ Plan administer MAP Growth testing three times a year (fall, winter, and spring) in Kindergarten through third grade. For evaluation purposes, data obtained from participating schools were used to examine status and status of student growth for math and reading. Status refers to a student’s achievement level at a specific point in time (e.g., fall). For this report, fall 2019 data will be reported for status. Growth refers to how much the student progressed across multiple points in time (e.g., fall to spring). Due to COVID-19, students were only assessed in the 2019-20 school year in the fall and winter. NWEA growth metric (conditional growth percentile) was calculated based on two points of time, fall 2018 and fall 2019 assessments and spring 2019 and fall 2019. Data for nine of the 10 Superintendents’ Plan schools were provided for Kindergarten and Grades 1 through 3; one school provided only data for Grade 3.

Student Achievement Status

NWEA MAP uses a proprietary RIT (Rasch Unit) scale to measure student achievement status. The RIT scale is an equal-interval scale that is particularly useful for measuring student achievement in a variety of subject areas as well as tracking student achievement over time (<https://community.nwea.org/docs/DOC-1647>). Fall 2019-20 RIT scores were used to evaluate the status of reading and mathematics achievement of

students in Kindergarten through Grade 3. Achievement percentiles were calculated based on a national norm sample. For interpretation purposes, an achievement status percentile of 50 indicates a student performed at the midpoint of similar students across the United States. Norms were developed by NWEA (Thum & Hauser, 2015 Student and School RIT Norms Research Update 1; 4/9/2015). Table 4 summarizes the median student achievement across Superintendents’ Plan schools and grade levels. Achievement status data was available for 2,160 students across all 10 schools. Median percentile scores were in the “slightly below” range (between the 30.5 and 42.5 percentile value) across all grades and academic areas, with much variance in median percentile ranks across schools.

TABLE 4. | KINDERGARTEN – GRADE 3 MAP FALL READING AND MATHEMATICS ACHIEVEMENT STATUS SCORES

Grade	READING			MATHEMATICS		
	<i>N</i>	<i>Median Percentile</i>	Effectiveness Level*	<i>N</i>	<i>Median Percentile</i>	Effectiveness Level*
Kindergarten	507	41.00	Slightly Below	507	34.00	Slightly Below
Grade 1	561	36.00	Slightly Below	561	37.00	Slightly Below
Grade 2	548	38.00	Slightly Below	548	41.00	Slightly Below
Grade 3	543	39.00	Slightly Below	544	37.00	Slightly Below

*NWEA uses these labels to describe achievement and growth of students.

Analyses were completed to determine if selected demographic characteristics were associated with MAP RIT scores. Only English Language Learner (ELL) status predicted fall MAP scores, such that English-speaking students scored higher in both MAP reading and math than English Language Learners. Race, ethnicity, and Free and Reduced Lunch status did not predict math or reading scores. The median achievement status scores by sub-populations are summarized in Figures 9 and 10. Percentile score patterns were similar across academic areas, with highest median scores demonstrated by students who were White, had a paid lunch status, and were English speakers. Those with the lowest scores were Hispanic or Native American, were eligible for free lunch and were English Language Learners.

FIGURE 9. | MEDIAN MATH ACHIEVEMENT STATUS PERCENTILE SCORES BY SELECTED DEMOGRAPHICS



FIGURE 10. | MEDIAN READING ACHIEVEMENT STATUS PERCENTILE SCORES BY SELECTED DEMOGRAPHICS



Longitudinal Data

Math and reading MAP achievement RIT scores were compared from spring 2019 to fall 2019. Across the full implementation schools, students’ MAP math scores decreased significantly and reading scores increased significantly. These results suggest that students’ math scores were negatively impacted by the gap in services over the summer, whereas reading scores actually improved.

Student Growth Status

The Conditional Growth Percentile (CGP) indicates how a student’s growth compares to the 2015 NWEA student growth norms (<https://community.nwea.org/docs/DOC-1642>). Table 5 provides the median CGP for reading and mathematics by grade level for fall 2018 to fall 2019. For interpretation purposes, a CGP of 50 indicates a student performed at the midpoint of similar students across the United States. A total of 1,561 students in Grades 1 to 3 had growth scores. Overall, in both reading and math, students’ scores ranged from slightly below range (between the 30.5 and 42.5 percentile value) to the about average range (42.5 to 57.5 percentile). Students in Grade 3 had the highest CGP median scores (at the about average range) and students in Grade 1 and 2 scored in the slightly below range. The lowest CGP median score was for Grade 1 students in reading. It should be noted there was much variance in median percentile ranks across schools.

TABLE 5. | GRADES 1 – 3 MAP FALL 2018 TO FALL 2019 READING AND MATHEMATICS CGP SCORES

Grade	READING			MATHEMATICS		
	<i>N</i>	<i>Median</i>	Effectiveness Level*	<i>N</i>	<i>Median</i>	Effectiveness Level*
Grade 1	513	35.00	Slightly Below	513	41.00	Slightly Below
Grade 2	497	42.00	Slightly Below	498	41.00	Slightly Below
Grade 3	450	48.00	About Average	450	46.00	About Average

*NWEA uses these labels to describe achievement and growth of students.

Students’ math and reading status were also analyzed by demographic groups. Figures 11 and 12 present the demographic breakdown of fall percentile ranks across race/ethnicity, ELL, and Free and Reduced lunch status. There was little variability in math CGP median scores between students who were Hispanic, White, or Black or between non-ELL and ELL students. Paid lunch status and Asian students demonstrated the highest median math CGP scores. A different pattern emerged for CGP scores in reading with more differences demonstrated between subgroups. Students who were White, had paid lunch status, and were English-speaking demonstrated the highest median CGP. Students with the lowest CGP reading scores were Hispanic, ELL, and were eligible for free lunch.

FIGURE 11. | MEDIAN MATH CONDITIONAL GROWTH PERCENTILE SCORES BY SELECTED DEMOGRAPHICS



Native American students were not reported as n < 10

FIGURE 12. | MEDIAN READING CONDITIONAL GROWTH PERCENTILE SCORES BY SELECTED DEMOGRAPHICS



Native American students were not reported as n < 10

Achievement Status and Growth Summary

It is important to examine student progress by reviewing both student achievement status and conditional growth. Ideally, one would see students demonstrate both high achievement and high growth. Figures 13 and 14 summarize the data from 1,652 students based on achievement and conditional growth data. The results found that students in Grades 1 through 3 were demonstrating both math and reading scores within the low achievement-growth quadrant. Students in Grade 3 were in the low achievement-growth quadrant; however, they were just slightly below the scores needed to be in the low achievement-high-growth quadrant. No Kindergarten growth scores (i.e., CGP, Observed Growth, Projected Growth) are available because those students were not tested in fall 2018.

FIGURE 13. | READING OUTCOMES: ACHIEVEMENT STATUS AND GROWTH SUMMARY BY GRADE LEVEL

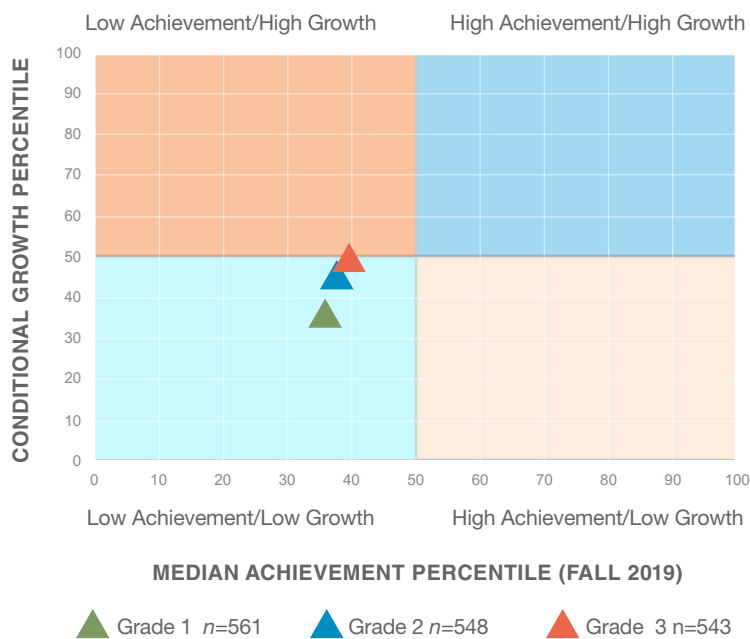


TABLE 6. | READING ACHIEVEMENT STATUS AND GROWTH SUMMARY

Grade	N Achievement Percentile (Fall)	Median Achievement Percentile (Fall)	N Conditional Growth Percentile (Fall to Fall)	Conditional Growth Percentile (Fall to Fall)
Kindergarten	507	41.00	--	--
Grade 1	561	36.00	513	35.00
Grade 2	548	38.00	497	42.00
Grade 3	544	39.00	450	48.00

FIGURE 14. | MATH OUTCOMES: ACHIEVEMENT STATUS AND GROWTH SUMMARY BY GRADE LEVEL

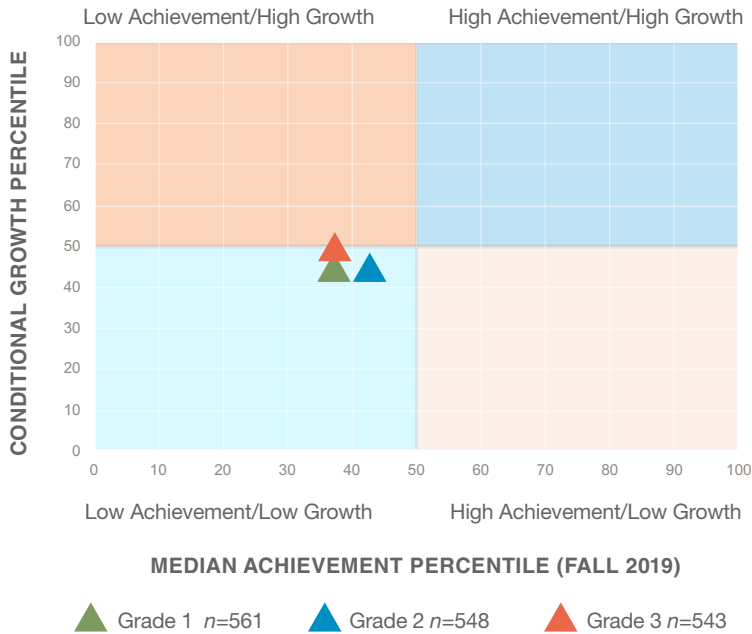


TABLE 7. | MATH ACHIEVEMENT STATUS AND GROWTH SUMMARY

Grade	<i>N</i> Achievement Percentile (Fall)	Median Achievement Percentile (Fall)	<i>N</i> Conditional Growth Percentile (Fall to Fall)	Conditional Growth Percentile (Fall to Fall)
Kindergarten	507	34.00	--	--
Grade 1	561	37.00	513	41.00
Grade 2	548	41.00	498	41.00
Grade 3	544	37.00	450	46.00

Student Projected Growth to Observed Growth Comparisons

NWEA MAP calculates a projected growth score that represents the change in RIT score that half the U.S. students will make over time, which are based on the student growth norms. An important analysis is to determine how the student’s actual change in RIT scores compared to the projected growth. The descriptive analyses were completed with students (1,653 math scores and 1,654 reading scores) across the schools. In third grade only, reading and math growth scores on average met or exceeded the projected growth. The highest number of students met their projected growth in reading (ranging from 40.40 to 59.50%). Fewer students met their projected growth in math (ranging from 44.10 to 48.70%). Third grade students had the highest percentages meeting their projected growth in both math and reading. Second grade students had the lowest percentages meeting their projected growth. Results by grade are summarized in the following figures and tables.

FIGURE 15. | READING GROWTH FALL 2018 TO FALL 2019 PROJECTED VS. OBSERVED GROWTH BY GRADE LEVEL

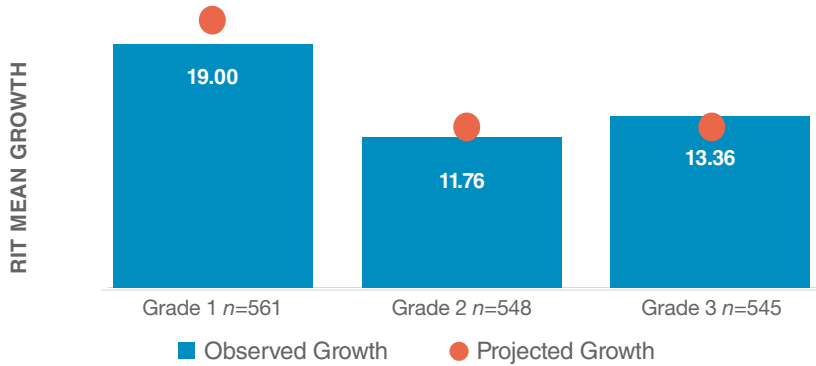


TABLE 8. | READING GROWTH FALL 2018 TO FALL 2019

Grade	N*	Fall 2019 Mean RIT	Observed Growth	Projected Growth	% Meeting Projected Growth
Kindergarten	508	138.41	--	--	--
Grade 1	561	156.95	19.00	21.56	53.10%
Grade 2	548	171.25	11.76	13.53	40.40%
Grade 3	545	183.86	13.36	13.64	59.50%

*The sample size reported is the minimum sample size available across all measures.

FIGURE 16. | MATH GROWTH FALL 2018 TO FALL 2019 PROJECTED VS. OBSERVED GROWTH BY GRADE LEVEL

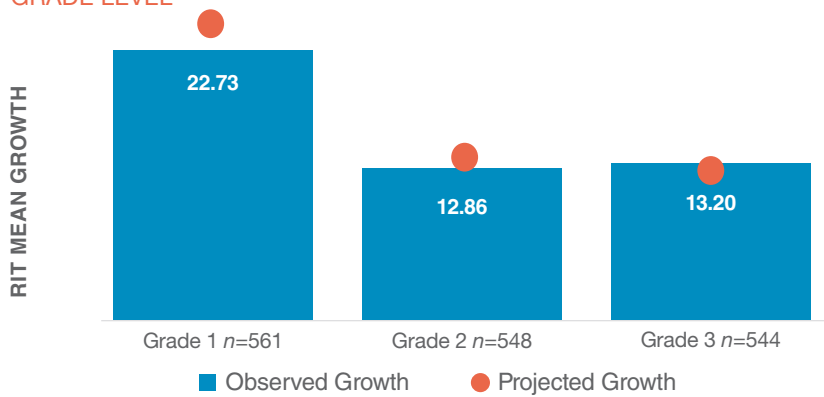


TABLE 9. | MATH GROWTH FALL 2018 TO FALL 2019

Grade	N*	Fall 2019 Mean RIT	Observed Growth	Projected Growth	% meeting Projected Growth
Kindergarten	507	134.45	--	--	--
Grade 1	561	157.07	22.73	24.67	47.20%
Grade 2	548	173.39	12.86	14.40	44.10%
Grade 3	544	185.36	13.20	13.57	48.90%

*The sample size reported is the minimum sample size available across all measures.

Social-Emotional and Executive Function Development

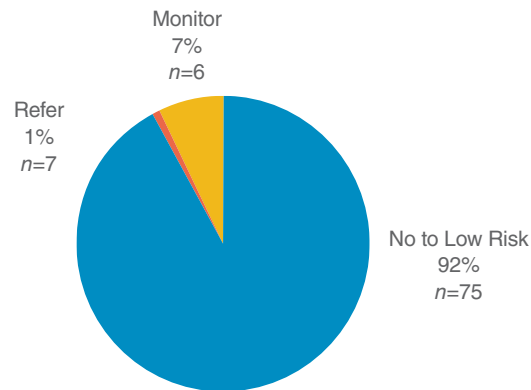
Social-emotional and executive function development in early childhood is strongly associated with children's academic progress through the school years. Learning to express and regulate emotions, develop empathy for others, develop relationships, make responsible decisions, and adapt to challenging situations effectively are key achievements during early childhood (Mahoney, Durlak, & Weissberg, 2018). In the Superintendents' Early Childhood Plan, children whose families participate in home visiting (birth – 3 years) and personal visits (3 – 5 years) complete regular screening questionnaires on children's social-emotional development. When children turned 3 years old and transitioned out of home visiting services, and again in preschool through third grade, a child assessor from MMI completed a specialized screening for executive function.

SOCIAL-EMOTIONAL DEVELOPMENT: BIRTH – 3 YEARS

A program specialist with the Buffett Institute coached school-based home visitors to support their work with families of children birth to 3 years. Home visitors work with families to increase their understanding of children's social-emotional development, with a focus on enhancing parent-child interaction quality. Using the screening tool, Ages and Stages Questionnaire: Social Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2002), families answer questions about their young child's expression and regulation of emotions, relationships and interactions with others, and how the child explores her environment. Home visitors identify children who may need further assessment and/or intervention and provide resources to families who may want to know how to support their child's social-emotional development. Offered in English and Spanish, parents completed the questionnaire for each child upon enrollment in home visiting and in regular intervals thereafter. The assessment takes about 10-15 minutes for parents to complete and is scored by the home visitor. Scores reflect the degree to which the child may be exhibiting delays and provides guidance for action: Refer, Monitor, or No to Low Risk.

During the 2019-20 school year, data were available for children whose families participated in home visiting in the 10 full implementation schools, for a total of 177 children, aged 1-48 months. At the first visit of the school year, 75 children (91.5%) scored in the No to Low Risk category, six (7.3%) scored in the Monitor range, and one (1.2%) scored in the Refer range. Children enrolled in home visiting were developing typically in terms of their social and emotional development (see Figure 17).

FIGURE 17. | NUMBER (%) OF CHILDREN WITH REFER/MONITOR OR NO TO LOW RISK ASQ-SE SCORES



EXECUTIVE FUNCTIONING: 3 YEARS – GRADE 3

In the first 8 years, children’s executive function skills develop rapidly and are associated with how well children participate in activities and engage in learning. Executive functioning supports children’s ability to focus and shift attention, regulate emotions and behaviors, and follow directions. When children have well-developed executive functioning, they exhibit self-control, think creatively, and remember information while using it in thinking or planning. They regulate their behavior and emotions in order to learn and get along with others. Children’s executive functioning supports cognitive, social, and psychological development, as well as success in school and in life (Diamond, 2014).

Before the onset of the COVID-19 pandemic, children whose families participated in home visiting were assessed at 3 years of age, using the Minnesota Executive Function Scale (MEFS). In each of the full implementation schools, children in PreK through third grade completed the MEFS in the 2019-20 school year. MEFS is a global measure of executive functioning for children 2 years through adulthood (Carlson & Zelazo, 2014). It is reported as a single standard score, with an average of 100 ($SD = 15$). The MEFS is administered on an iPad by a trained assessor and takes 5-7 minutes to complete. For children in the home visiting program, the MEFS was administered at age 3 by an evaluator from the Munroe-Meyer Institute (MMI) at the child’s home or elementary school, when the child was transitioning out of home visiting. For children in PreK through third grade, a team of six evaluators from MMI spent one to four days at each participating school to conduct the assessments. The assessment was conducted in English or Spanish depending on the students’ preferred academic language.

Three 3-year-olds and 2,604 PreK – Grade 3 children completed the MEFS in the 2019-20 school year. Note, the sample size for 3-year-old children who transitioned from home visiting is too small to report. Across the full implementation schools, children’s

executive function skills were in the average range across ages, with slightly lower scores for third-graders (see Table 10).

A longitudinal analysis was completed to determine if there was change in scores across years. A significant increase in MEFS scores from 2019 to 2020 was found when controlling for race, ethnicity, grade, English language learner status, and free and reduced lunch (FRL) status. Race, ethnicity, language, and grade were predictive of MEFS scores, such that White children scored higher on MEFS than Black or Hispanic children. Native English speakers scored higher on MEFS than English Language Learners. Younger students were found to demonstrate higher MEFS scores than older students. Free and reduced lunch status was not predictive of MEFS scores. Mean MEFS scores are summarized by these selected demographic variables in Figure 18.

TABLE 10. | PREK — GRADE 3 MINNESOTA EXECUTIVE FUNCTIONING SCALE RESULTS: FALL 2019

Grade	N*	Mean	SD
Preschool	366	97.75	9.61
Kindergarten	536	99.15	9.14
Grade 1	591	99.35	9.21
Grade 2	578	97.17	8.94
Grade 3	533	95.38	9.67

FIGURE 18. | MEAN ACHIEVEMENT STATUS SCORES BY SELECTED DEMOGRAPHICS



Implementation Insights: Leadership in the School as Hub Approach

Qualitative studies provide an opportunity to examine the processes involved in implementing the Superintendents' Early Childhood Plan School as Hub approach. By considering perspectives of people involved and examining how various systems—schools, families, and communities—are engaged in effecting change, we are learning more about how enhancements to quality, continuity, and equity are being supported. In the 2019-20 school year, Buffett Institute researchers engaged in two studies to investigate (1) leadership observations and historical perspectives on the Superintendents' Plan, and (2) systems change elements that occurred in the Superintendents' Plan full implementation schools in response to the COVID-19 pandemic.

Research and evaluation staff interviewed 10 principals in School as Hub full implementation schools and 10 Superintendents' workgroup members in May and June of 2020 to document leadership observations and historical perspectives on the Superintendents' Plan. In addition, a document review was conducted to explore the systems change elements that occurred in the Superintendents' Plan full implementation schools in response to the COVID-19 pandemic during the spring of 2020 from February through May. A total of 17 documents were reviewed and included meeting minutes from superintendents' workgroup meetings, principal community of practice meetings, home visitor and family facilitator community of practice meetings, and community of practice survey results.

PRINCIPAL LEADERSHIP

Principals took ownership and responsibility over School as Hub, describing that the work “has to start from me.” One principal mentioned being part of School as Hub served as a “constant reminder of what’s important.” It was commonly expressed that being a School as Hub leader has shifted the principals to have a “much more intentional focus on early childhood.” Principals also described how being a School as Hub principal changed how they relate to families. For instance, it was discussed that “schools should be designed to meet the needs of families and not the other way around” and that families “drive the planning” in the school. One principal described, “... we always wanted to include parents...now that's just the initial part of our planning...that'd be probably the major shift I've had...” Principals discussed how understanding each family and the challenges they experience helps schools best support families and their students.

“You know, I think the more we understand the family, and family dynamics, some of the challenges they're facing, it's just so much easier to understand what our students bring to school with them every day. You know, just always knowing that it is important

to understand the family, but also, this just makes us realize that piece. Without that piece, our partnership is just not, it just doesn't have the strength that we need in order to move our students forward.”

Principals stated that school should be a place for families to come for resources, not just education.

“...One of our things is, a building is to serve...And so we're serving the community by providing a great education, a great learning environment for students to come into, but we're also serving them with any needs that they would need, whether it's our social worker getting involved, whether it's our counselor or school psychologist, myself, you know, driving supplies to a family's home, or setting up transportation for them to go to the doctor. I mean, those are different things that I think are more important for me and are definitely more visible to me now being in a building like [school name] and trying to embody that School as Hub philosophy.”

Principals discussed how being a School as Hub principal shaped how they relate to community partners. Even though many principals mentioned the importance of community partnerships and viewed the school as being a connector to the community, principals discussed this as an area where they can improve. Only one principal mentioned child care centers or family child care homes specifically as community partners.

Supports

Although principals commonly mentioned that the commitment for School as Hub must start with the principal, they often described that it was a team effort within their school buildings. For instance, home visitors and family facilitators were crucial for representing parent voice. Furthermore, principals appreciated the support and connection offered by members of the principals' community of practice. The shared understandings and similar situations faced by these leaders created a safe foundation for cooperative thinking. Principals articulated the deep conversations and “bouncing ideas” around with their peers fostered “connections” that “helped us grow professionally a great deal.” One principal expressed, “It's been great learning with other leaders and other districts. It's been nice to understand where they're coming from...understanding where we're coming from. All the things that we have in common and uncommon.”

Lessons Learned

Principals discussed how they learned School as Hub is not a “one size fits all approach” and individualizing it to your school is essential.

“... At the beginning of the year I would kind of go to our School as Hub meeting, and I

Implementation Insights: Leadership in the School as Hub Approach

would listen to those things. And then I would hear something a little bit different from our district meetings...And so, I think what I've kind of finally learned to balance is [to] be able to take both messages, and then bring that back to our Schools as Hub team here at the building. And then we get to be the deciders of how we make that look in our building..."

Principals described the importance of making sure the School as Hub team is fully integrated as part of the staff. School staff must appreciate the value of a School as Hub team. One principal “encourages” participation in the School as Hub team in the building, particularly so those working to advance School as Hub initiatives are not viewed as “separate.”

Next Steps

Principals most commonly mentioned increasing family engagement and recruiting more families into the program as next steps. Principals discussed their desire to connect and partner with families but struggled with how to implement family partnership strategies with the COVID-19 challenges. To increase family engagement, one principal mentioned that it will be necessary to better understand why families are not engaging with the school and to also better show families that the school values their participation.

DISTRICT LEADERSHIP

Workgroup members discussed the value in meeting regularly with other district leaders and how it offered important conversations and learning opportunities, including discussion on successes, challenges, and ways districts have overcome challenges. Many workgroup members felt honored to be part of this group.

“And I think that is one of the strongest aspects of this committee that I've seen is that their ability to share in hopes of helping one another...really good avenue for communication and working on issues together..."

Similar to principals, many workgroup members expressed the overarching goal of the Superintendents' Plan influenced them to “think of early childhood much more.” Most workgroup members expressed that the prioritization of continuity has increased in their district. While the value of early education has increased across districts, competing priorities reduce the capacity for large, long-term investment to move the work past a formative stage.

Workgroup members discussed the goal of closing opportunity gaps across the Omaha metro area. These goals have long been district priorities. Increasing educational equity through the Superintendents' Plan has brought this into focus by elevating the issue with leadership across school districts.

Workgroup members discussed investments that were made to support the Superintendents' Plan and if resources had extended beyond the full implementation school sites. Time was the most common reported investment that was made to support the Superintendents' Plan, including administrative work (i.e., planning guidance oversight, meetings, responding to principal requests, meetings with principals, budget and human resource responsibilities) and time related to professional development and meetings for the teaching staff. Most workgroup members reported that School as Hub principals have not extended much beyond the full implementation schools at this time. However, professional development was one investment that crossed all elementary schools. In addition, the values and ideals of School as Hub have extended through relationships with principals and staff from other district schools seeking to learn more.

"I think the work that they're doing, I think people are curious about it...so others have conversations with those principals trying to figure out how, how they build that idea of Schools as Hub...other principals ask them about what they're doing, they do want to learn more."

LEADERSHIP THROUGH THE PANDEMIC

Family and Student Supports

As districts shifted to remote learning, schools focused on providing basic resources to meet the needs of students and families. Many schools became meal distribution sites through a drive-through or pickup process. Schools and school districts provided devices and technology resources to families, including iPads, chargers, internet service, and hot spots for students to successfully participate in online learning. In addition, schools printed packets, gathered classroom supplies, and distributed books for pickup or delivery.

As remote learning became routine, communication with students and families in various forms was essential: video lessons, texting, phone and video calls, and daily messages on social media. Various platforms and apps were used by staff and administration including Google Meet, Zoom, Seesaw, Dojo, Raz-Kids, and HeadSprout. Home visitors continued to connect with their families via text, phone, and/or video calls rather than in-person visits.

Instructional Supports

Leadership supported school staff so they could focus on the students' academic and social-emotional needs during the uncertain time. At several schools, district and principal leadership supported staff by providing self care resources, calling staff members on a regular basis to check in, and holding weekly meetings with staff by grade level. During this time, schools also provided supports and strategies to help

staff communicate and support families: assigning an interpreter to every grade to help staff make regular calls to families, sharing community resources with the staff so they can better support the families, and making the process easier for home visitors to take books from the library to families.

Barriers

The closure of schools due to the COVID-19 pandemic highlighted and magnified equity issues already present. Often the families with the greatest needs were challenging to reach while other families did not fully express all their needs, making it difficult for staff to make connections to the necessary supports and resources. Meal distribution sites faced high demands; meals were limited to serving only children, not the family. Technology was a common barrier as many families did not have the necessary devices, internet service, or comfort with technology required for virtual learning. Over time, parent engagement declined. Parents expressed they were missing connection while feeling overwhelmed by the amount of information they were receiving.

Next Steps

Schools are preparing for all scenarios for the 2020-21 school year and making sure staff feel prepared in addition to equipping families with the necessary supports for no matter what the school year holds. Next steps for many schools include working with home visitors and family facilitators to increase engagement with families and determining how to best develop and support relationships virtually, especially as it may be more challenging connecting with newer families during this time.

Schools are preparing for students to have greater needs when they return in the fall than when they left in the spring, but they do not know how the children's needs will present themselves. Schools are aware of and concerned about the long-term impact on children's social-emotional development and mental health. For this reason, there will be an increased focus on how to meet social-emotional needs of the students. In addition, schools will focus on how to better support English Language Learners and special education students through remote learning. There will continue to be professional development for teachers on remote learning and determining the best platform for teachers to use to communicate with their students and families. As teachers are experiencing increased stress, determining how schools best support the teachers will be another focus for the coming year.

Implementation Insights: Early Education Transitions

An evaluation of transition practices, programs, and policies present in the 10 Superintendents' Early Childhood Plan schools was conducted to establish a reference point for future study and engagement. Forms of data collected included school social media posts, separate focus group interviews with school principals, home visitors, and family facilitators, informal interviews with these school staff, and open-ended survey data from school staff and Institute staff (educational facilitators). Transitions were conceptualized as changing educational environments (i.e., classroom, school) in which the child is an active participant. Children interact with others in these spaces and others bring their own understanding and experience with transitions to these interactions and to their site-specific work. Transition experiences across the birth through elementary years were explored.

HIGHLIGHTS OF EXISTING TRANSITION PRACTICES, POLICIES, AND PROGRAMS

Transition supports are most common as children move into Kindergarten and less common in the early elementary years. They are frequently framed as one-time events for children and families. Family members are invited to these special transition experiences, often hosted at schools. To inclusively serve families in their school community, certain transition efforts were prioritized at some schools. For example, materials were translated, and interpreters were present at events. Collaborative experiences among community- and school-based PreK and Kindergarten teachers were also used to support transitions and occur more frequently in the spring semester as the academic year comes to a close.

Birth to Age 3

Home visitation and discussion of pathways in early education are two transition practices in these youngest years. In Superintendents' Plan full implementation schools, home visitors and family facilitators developed warm relationships with families. This establishment of trust with school staff begins to create connections with the school and with other families within the community. By meeting families in their homes, at school, or virtually, home visitors and family facilitators work with families to set and achieve goals and engage in targeted discussions of education goals and pathways (school PreK, community child care options, or home-based education) as children reach 3 years.

Into Kindergarten

As children move from various settings into Kindergarten, they experience many types of transition: Kindergarten registration, orientation, open house, classroom visitation, and discussion of expectations. Enrolling students in Kindergarten through a registration event is a common school practice and is often paired with Kindergarten orientation

and open house events. Schools used these opportunities to welcome families and to convey messages about policies and procedures: health, curriculum, guidance/discipline, and family engagement. Along with conveying messages, school staff begin building relationships with children and their parents/caregivers through activities and individualized dialogue. Some parents and children may visit classroom areas and meet with a teacher as part of a tour while participating in orientation/open house or as a standalone activity. At these events, schools shared formally (via handouts) or informally (through conversations with teachers) ways in which parents could support their child's learning.

Teachers worked across settings to align educational experiences for children and families. PreK and Kindergarten teachers learned from one another through collaboration, understanding the children they educate by sharing child records, and hosting events to introduce children to each other across environments. Teachers also collaborated with other educators and administrators at leadership team meetings and in professional learning communities (PLCs) to make and enact plans. Teachers sometimes shared and reviewed various child records including portfolios, goals, and other documentation. On occasion, teachers planned and held combined events with students (and parents/caregivers) from across classroom and school environments.

Across Grades

Transition experiences across the elementary school building were less common and usually consisted of scheduling or communication from the school to families. Often, schools contacted families via technology (email, messaging apps like Dojo, e-newsletters) to inform and connect them to information and educational opportunities in the school or community. Drawing on personal relationships with families, teachers and school staff used informal communication techniques to convey transition information. Examples of these unique interpersonal communication contexts included phone calls, home visits, parent-teacher conferences, parent-teacher association meetings, family nights, socialization groups, drop-off/pickup time, and at other transition events. Adjusting the start schedule for portions of the school is another transition experience affecting the school system. Several schools had distinctive plans for the start of their school term. For instance, PreK students began a few days after elementary students started. Another school allowed Kindergarten students to come to school a full day before their elementary peers in the school.

LEADERSHIP IN TRANSITION IMPLEMENTATION

Planning and implementing transition experiences to support children and families is a sizable commitment. Many contribute to this effort, both in planning and execution. Transition experiences vary considerably across schools and are influenced by the school leadership and staff. As instructional leaders, principals shaped the direction

and resources for transition experiences. Principals interpreted district policies, narrowed, and customized building-level priorities, and engaged in planning and hosting experiences for students and families.

School staff advanced most of the transition work. Home visitors and family facilitators developed and maintained close relationships with families and were expected to be responsible for most planning, coordination, and implementation of this work. They collaborated with many others: teachers (especially PreK/Kindergarten/dual language teachers), paraprofessionals, principals, assistant principals, custodial staff, nurses, counselors, administrative professionals, librarians, parents/caregivers, bilingual liaisons, social workers, and community partners.

GOALS AND OUTCOMES

Goals of transition experiences were varied and largely relationship-based. While many events had educational components, school staff prioritized interpersonal elements among staff and parents/caregivers. School staff wanted to develop connections with parents/caregivers to support views of school as a supportive, safe place. Stated goals for parents/caregivers included reducing anxiety with the school experience, understanding stressors for children, appreciating the importance of family morning and evening routines, recognizing the need for adequate sleep/nutrition for children, learning general academic skills that could be reinforced during the summer months, and participating in future school events. Goals for children involved taking the fear and mystery out of attending school, interacting with their peers and teachers, and navigating their school with comfort and confidence. Assessment of goals was not a formal process, and school staff followed up with participants informally. Information about the success of transition experiences included positive remarks, comfort in reaching out to school staff to ask questions, a reduction in confusion or a flurry of questions from parents, and increased attendance at future events. School staff sought recommendations and improvement advice from parents.

Superintendents' Early Childhood Plan School as Hub Full Implementation Evaluation: Summary and Recommendations

This year's evaluation reflects a year of early success, disrupted by a pandemic that forced shifts in the entire education system. However, staff working to support School as Hub in full implementation continued to partner with school building leadership and family engagement (home visiting and family facilitation) staff to provide families and staff with needed supports. Program quality was assessed when possible, as were child development and learning, and system shifts related to School as Hub principles of quality, continuity, and equity.

PROGRAM QUALITY

Home visiting was an area of intensive effort. However, it remains a challenging program for schools to deliver in terms of recruiting families for program and evaluation participation and engaging in quality program delivery. Enrollment in home visiting, and in the evaluation, remain low. Only four schools met the targeted goal to serve 15 children, and four schools served fewer than 10 children. The home visitation program for birth to 3 years is designed to serve 150 children and their families, across the 10 full implementation schools. At 15 children and families per school, the reach of the program as designed is already limited to a few families per school, and as such, school leadership may not be fully engaged as a program investment.

Delivering high-quality programs for home visiting has also been a challenge, with program quality hovering in the "acceptable" range across the program years. An exception to this program rating is the degree to which home visitors supported quality parent-child relationships, for which their efforts were evaluated as "good." Clearly, the interruption of home visiting in the context of the pandemic interfered with targeted efforts on the part of schools to integrate assessment into ongoing program improvement. All have worked hard to provide what families need in this stressful context, with most home visitors meeting with families virtually through the spring and summer months.

In the coming year, Buffett Institute program staff will provide additional supports to increase district and school staff recruitment of families with children birth to age 3 into home visitation and evaluation participation. Program staff will continue to use observational assessments with home visitors and family facilitators as tools for continuous improvement.

The opportunity remains to learn how schools can continue to engage with families and learn how to create meaningful learning experiences in the years before school entry. Schools can support staff and families to acknowledge the value of parent engagement rooted in reciprocal partnerships. Going forward, efforts to enroll families will include partnering with community organizations to engage families that reflect school demographics.

Classroom practices related to instructional, organizational, and emotional supports in the classroom climate have improved over the years of the Superintendents' Early Childhood Plan. Ongoing instructional coaching related to emotional support, classroom organization, and instructional support practices is an important focus in the full implementation schools, though individualized by school needs, coaching delivery varies across classrooms and schools. Because classrooms high in Instructional Support can serve as protective mechanisms for children placed at risk for school failure (Hamre & Pianta, 2005; Howes et al., 2008), schools can continue to leverage instructional strengths (e.g., emotional support and classroom organization), and ensure that all children equitably access instructional quality. Educational facilitators can continue to provide evidence-based coaching and professional development to support teacher practices related to instruction and child engagement in learning. Principals and district instructional staff can prioritize classroom quality and support teachers' efforts informed by the CLASS assessment tool; however, the CLASS tool is designed for in-person instruction. As forms of instruction may vary dramatically in the coming year, from in person to fully remote, use of technology for teaching and learning will be elevated. Coaches and teachers will need skills and tools to engage with children and families, while ensuring equitable access to learning experiences.

FAMILY PROCESSES

Family engagement, as connected to interaction with the home visitor and measured via the HOVRS, was evaluated as a program strength, consistent with findings from the 2018-19 school year.

Parent-child interaction, as assessed by the KIPS assessment tool, reflected that most parents involved in the home visiting evaluation were interacting with children in ways that supported early learning. Home visitors and family facilitators will continue to build trusting partnerships with families with the aim of supporting parent-child interactions, while increasing efforts to support program evaluation.

Suspension of home visiting data collection in spring 2020, due to the pandemic, prevented observation of change over time. Efforts are planned for the 2020-21 school year to evaluate family engagement and parent-child interactions using virtual technology to support continuous learning and documenting programmatic quality in schools' work with families.

Family perceptions of school engagement, as assessed using the Family Engagement Survey (FES) reflected very high family perceptions of engagement with schools, with the response rate slightly higher than in the 2018-19 school year. Response rates varied dramatically across schools; it will be helpful to learn how schools that had higher rates of return secured families' survey participation. Understanding family beliefs and values regarding education is an ongoing commitment for schools and using data to inform school decisions for family engagement should remain a regular priority. Families should be able to see themselves reflected in these data as schools continue to develop partnerships based on trust. In order to effectively support high quality school partnerships and family processes, more family perspectives are needed to support school-based staff reflection and processes for engaging with and supporting families, birth – Grade 3.

CHILD DEVELOPMENT AND LEARNING

Development and learning from birth – 3 years were assessed using a screening tool completed by parents. A majority of children enrolled in home visiting and family facilitation were developing typically in all areas. Home visiting supports were in place to help children whose development was at risk. Children will continue to be screened, monitored, and supported using the ASQ and ASQ: SE in the context of birth – 3 years home visiting and family facilitation.

Development and learning at 3 years of age, was assessed for only a few children transitioning out of home visiting due to the onset of the COVID-19 pandemic. Results were not reported for these few children, as their number was low ($n=7$). Program efforts, home visiting in particular, can put an emphasis on supporting parents in their interactions that can increase children's learning and development (cognitive, language, social-emotional, and executive functioning) in the first three years. In the next year of School as Hub, efforts will continue to support families as they provide learning supports for their young children.

Academic achievement in Kindergarten through Grade 3 was assessed in fall and winter time points, using the school-based MAP assessments, but spring achievement was not assessed due to the COVID-19 pandemic. On average, children's reading and mathematics achievement status was below the expected levels and varied by family and child demographics related to family income, race, and ethnicity. While schools and districts have begun to shift their attention to quality, continuous, equitable learning opportunities for families and young children, opportunity gaps based on racial and ethnic disparities continue to be reflected in academic achievement scores. Children's academic achievement will continue to be observed using MAP assessments in future evaluation years to examine how system-level changes may be associated with child outcomes. Efforts will continue to work more closely with school districts to obtain

essential data. Future analyses will compare baseline achievement status and growth across school years to examine how system-level changes might influence child development and learning over time.

Executive functioning in Kindergarten – Grade 3 was evaluated using the MEFS assessment. Children’s executive function was largely in the average range and improved across the last two school years. Executive function will continue to be assessed with the MEFS at 3 years and again PreK through third grade to help provide learning and insight about how children’s executive functions and academic learning progress over time. Efforts to improve young children’s opportunities to develop executive function were supported through Professional Development for All activities this year. Ongoing efforts will focus on supporting executive function development for children who may not have equal access to high-quality opportunities for learning. Increasing the number of children and families who have access to home visiting may be one way to address this opportunity gap. It will also be important to identify intentional instructional practices that can be integrated into the PreK – Grade 3 curriculum to support children’s developing executive function skills.

Implementation Studies examined how leadership perspectives are shifting with engagement in School as Hub and how they perceive school systems shifting in response to the COVID-19 pandemic. While acknowledging that School as Hub cannot work as a “one size fits all” approach, principals reported having developed a “more intentional focus on early childhood” and pivoting in their prioritization of families’ needs and engagement in the school community, starting from when children are born. It is possible that elevated awareness and understanding of families’ lives contributed to the rapid responses schools demonstrated in response to the onset of the pandemic. However, principals noted that the work of family engagement remains difficult and that more learning about engaging families is needed.

District leaders also acknowledged an increased focus on and understanding of early childhood as a priority for schools’ attention, and the role of birth – 8 learning and development in closing opportunity gaps across the metropolitan area.

In the context of the COVID-19 pandemic, schools shifted efforts to providing basic resources for families and building capacity to communicate with families. Principals and district leaders quickly identified gaps in families’ opportunities to access these resources and communication. In terms of instruction, leaders were identifying how to reach students and how to support teachers in their efforts to implement virtual learning and engagement technologies.

The Early Education Transitions study was concluded in this academic year. A key

engagement in School as Hub is supporting school staff in their efforts to identify and prioritize quality transitions to ensure that families and children experience continuity in their engagement with schools. While all data were collected before the onset of the COVID-19 pandemic, the study revealed that transition practices in schools focused primarily on entering Kindergarten, and less formally addressed years before PreK and first through third grade. Goals for transition experiences also varied across schools and districts. Ongoing efforts will identify goals and strategies to support schools' efforts at engaging families in seamless transitions, across the continuum from birth to Grade 3.

The evaluation will continue to examine the processes associated with enacting systems change using the School as Hub Birth – Grade 3 approach.

NEXT STEPS FOR SUPERINTENDENTS' EARLY CHILDHOOD PLAN FULL IMPLEMENTATION

The current evaluation plan for the full implementation of the School as Hub Birth – Grade 3 approach will continue into the 2020-21 program and evaluation year, with the understanding that efforts may need to shift in response to schools' responses to the pandemic. Due to the pandemic, schools shifted their focus and intensity of their work with families, putting efforts into addressing food insecurity, technology for learning, and family stress. Plans are in place to continue engaging in and evaluating home visiting virtually, acknowledging that our curriculum and evaluation tools are not designed for virtual implementation.

By continuing to engage in home visiting and personal visits, using observational data, home visiting and family facilitation school staff, and building school leadership support for family engagement, schools can enhance their connections with children from birth and with their families and experience increased capacity to engage in quality home visiting. We expect that ongoing coaching, supported by observational classroom data, will result in continued classroom quality improvement across all grades. Buffett Institute staff will support schools' efforts to build capacity for use of technological-mediated learning in response to the pandemic and beyond. Using multi-pronged approaches including technological tools for virtual family engagement (e.g., home visiting, personal visits, family group activities), schools will continue to experience enhanced relationships with all families.

Customized Assistance to Districts

Customized assistance provides Learning Community school districts with access to state and national consultation as they engage in strategic planning and improvement efforts to affect system-wide early childhood education and services. Districts design and deliver sustained professional learning opportunities for staff, addressing key dimensions of birth – Grade 3 programming. Distinct evaluation plans are employed for each customized assistance plan. Measures are aligned with goals and expected outcomes for the specific plan and with the overall goals of the Superintendents’ Early Childhood Plan. The customized assistance plan of the Ralston Public School District is highlighted below.

Supporting Language Development and Instructional Practices: Ralston Public Schools

Ralston Public Schools focused its professional development on language interactions between PreK educators and students. Targeted training sessions included classroom language practices for new educators and ongoing customized coaching for seasoned educators. Educators participated in professional development and individualized cycles of observation, coaching, and feedback.

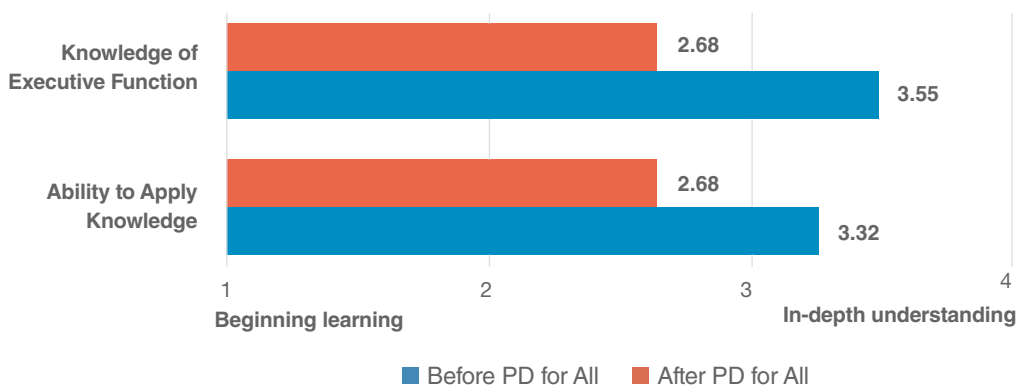
FINDINGS FOR TEACHERS

Ralston’s goals for educators focused on supporting children’s transitions through the school day, promotion of social and emotional development through relationships, and awareness of how language influences children’s learning. Evaluation efforts focused on how professional development is impacting instructional practices and children’s development on targeted learning outcomes. Using the Ralston Look Fors tool, a coach observed and evaluated instructional practices related to routines, transitions, relationships, and types of language. Coaches summarized their observations and described educators’ progress. Establishing consistent transitions for children was a primary goal of the project. Teachers reviewed classroom expectations with children and by the end of the year, all teachers used visual cues to further support children’s understanding of these classroom expectations and routines. By the end of the school year, students responded to classroom transitions positively with little teacher guidance. Promoting positive relationships was a goal of all teachers. Teachers were frequently observed talking with children on their level, speaking calmly to students, and demonstrating positive non-verbal behaviors to facilitate relationships with children. Teachers identified supporting language development as key to their students’ academic success. Adults in the classroom were frequently observed introducing vocabulary words and referring to vocabulary they had previously introduced. Seasoned teachers were observed to use these strategies more often than novice teachers. Teachers indicated they worked to use language to support all academic areas: “I have worked to make sure I use plenty of math-talk. This is a place I have grown.”

A total of 26 Ralston staff attended one of the two PD for All institutes and completed the pre/post survey. The majority (62%) of those attending were PreK teachers. The remaining teachers worked with either infants and toddlers (26%) or K-3 students (12%). Respondents rated their knowledge of teaching skills and practices, related to the institute topics on a pre-post survey utilizing a scale from 1 (starting learning) to 4 (in-depth knowledge). Survey items were customized to the specific key learnings for each institute, but both surveys included a self-assessment of general knowledge related to executive function strength and a measure of the participant's ability to apply that information to their work with children. A statistical analysis was conducted to determine if changes in participant understanding of executive function and their ability to apply the concepts to their work were significant. Results indicate that the increases were significant:

- Knowledge of executive function: pre ($M=2.68$, $SD=.894$) to post ($M=3.55$, $SD=.510$); $t(21)=-4.557$, $p<.001$, $d=0.972$, two-tailed test.
- Ability to apply knowledge: pre ($M=2.68$, $SD=1.041$) to post ($M=3.32$, $SD=.716$); $t(21)=-3.309$, $p=.003$, $d=0.705$, two-tailed test. The effect size was large, indicating meaningful change.

FIGURE 19. | RALSTON PARTICIPANT KNOWLEDGE AND APPLICATION OF EXECUTIVE FUNCTION

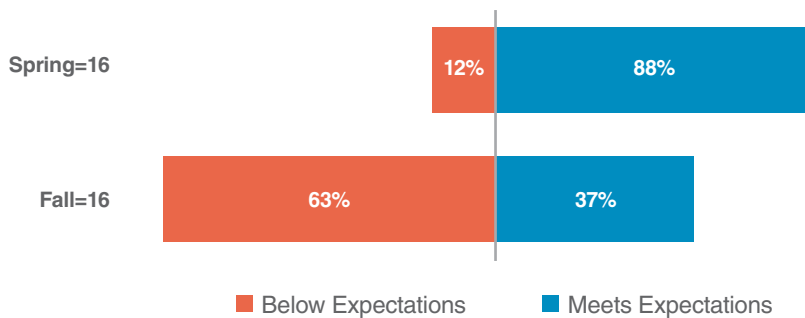


FINDINGS FOR STUDENTS

Students' learning outcomes were assessed using Teaching Strategies (TS) GOLD (Burts et al., 2016). TS GOLD Assessment features 38 objectives designed to guide teachers through the assessment cycle, aiding them in linking observable behavior to essential early learning requirements and predicting likely next steps in development and learning. The Nebraska Department of Education requires that this assessment be completed each fall and spring. Data from the TS Strategies GOLD language domain was used to evaluate the children outcomes as part of this project. These outcomes were judged by the leadership team to be aligned with the targeted areas

for professional development and were selected as the child outcomes that would be measured in the assessment and evaluation plan. Due to COVID-19, the assessments for children, except those on and IFSP or IEP, were not required to be completed in the spring. Fall and spring comparisons were only available for children with an IEP. Child outcomes for this assessment are reported based on three categories, “below expectations”, “meets expectations,” and “exceeds expectations.” A total of 16 children who were on an IEP had fall and spring data. Due to COVID-19, no spring data was collected on the other children, as this requirement was waived by NDE. As a result, the following descriptive data needs to be interpreted in light of this specialized population of children. These results suggest that by the spring checkpoint, the majority of the children on an IEP were “meeting expectations” in the area of language development. Over half of the children moved from the category of “not meeting expectation” to “meeting expectations.”

FIGURE 20. | PREK — GRADE 3 MINNESOTA EXECUTIVE FUNCTIONING SCALE RESULTS: FALL 2019



NEXT STEPS

During 2020-21, the external coach will consult with the Ralston lead teacher to build her coaching and technical assistance capacity with the plan for her to assume this coaching role in the following school year. Collaboration will continue among the PreK teachers and paraprofessionals to sustain implementation of effective practices. The team will also work toward more consistent planning with Kindergarten teachers to support students transitioning to Kindergarten.

Professional Development for All

The Superintendents' Plan offers a Professional Development for All (PD for All) series for professionals who work with children from birth through Grade 3 and families in the Omaha metro area. The 2019-2020 theme, Executive Function and Self-Regulation, focused on research-based approaches to build and enhance children's executive functioning. The series was planned to include three full-day institutes in English and two Spanish-language institutes. The content of the sessions offered in Spanish aligned with the content presented in the previous sessions in English. After the introductory institute in November, the remaining institutes included additional focus areas: "Fostering Positive Relationships" and "Equity and Racial and Cultural Awareness." The January institute was offered twice, once during the week and then the following Saturday to accommodate educators and other professionals who could not attend during a work day.

The institute format included six hours of learning, starting with an hour-long keynote address, followed by a choice of three to four 1.5 hour breakout sessions, which were offered in the morning and repeated in the afternoon. A working lunch created time for participants to engage with one another, reflect on targeted questions, and share learnings from the day. The institute concluded with closing remarks from the keynote speaker.

This year, the PD for All schedule was disrupted. Inclement weather in January resulted in the cancellation of the Saturday institute. The remaining three institutes planned for March, April, and June were canceled due to the arrival of COVID-19 in mid-March. With school closings and statewide directives to limit gatherings, the organizers pivoted to offer a virtual model for PD for All. Over the summer, they presented three live webinars of an hour to 1.5 hours in length. In each webinar, a panel of early childhood experts focused on how to support children's social-emotional development during challenging times. Additional topics of discussion included connecting with families, supporting peer-to-peer relationships, and promoting equity and anti-racism in early childhood work.

More than 395 professionals registered for the two in-person PD for All institutes; attendance data was not available. However, 297 professionals attended the three summer webinars. Participant survey results are analyzed in the following sections for in-person and virtual PD for All offerings. Different survey instruments were used across the sessions, so results are reported separately.

PD FOR ALL IN-PERSON INSTITUTES

Methods

Following the concluding remarks, participants received a link via email to an online pre-post evaluation survey. Most (88.5%) respondents completed the survey while still at the PD for All event. The survey included ratings for the keynote address and the breakout sessions. Participants rated their pre-post understanding of key learnings, their ability

to apply the key learnings to their work with students, and their satisfaction with the presentations. Across the two institutes, 225 participants responded to the survey. Survey participation rates were not calculated because exact attendance numbers were not available.

Findings

Work Setting

Most survey respondents worked in school-based programs ($n=154$, 67.5%), including elementary schools, PreK within elementary schools, after school programs and Head Start or Educare within elementary schools. A subset of respondents ($n=38$, 16.7%) were from community-based programs, including child care centers and preschools (not in elementary schools), and the Omaha Learning Community Centers. Participants from four different Nebraska universities ($n=20$, 8.8%) also responded.

Age Group Served

Survey respondents most commonly worked with multiple age groups ($n=89$, 39%). About a third ($n=74$, 31.6%) worked primarily with preschool-age children, 14.5% worked with infants and toddlers ($n=33$), 9.2% worked with children in Kindergarten through Grade 3 ($n=21$), and a few worked directly with families ($n=11$, 4.8%).

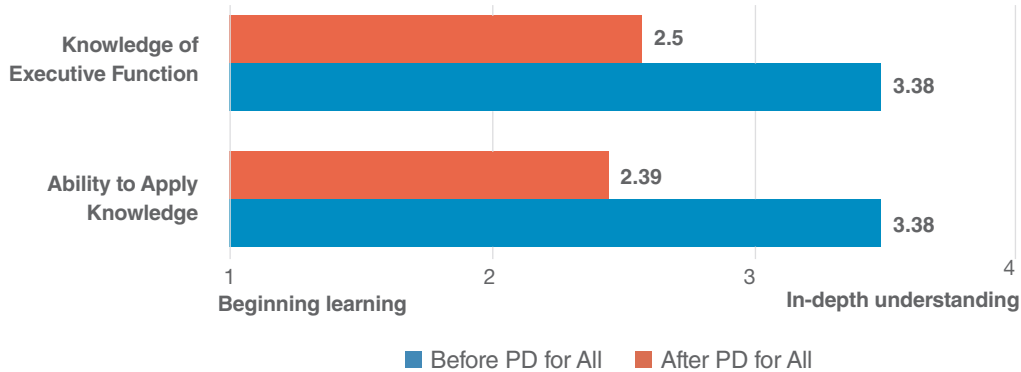
Job Title

The majority of respondents identified themselves as teachers ($n=75$, 32.9%). Other roles included home visitor or family facilitator ($n=44$, 19.2%), director ($n=14$, 6.1%), assistant teacher/paraeducator ($n=7$, 3.1%), and principal/assistant principal ($n=2$, .96%). Many respondents identified as “other” ($n=86$, 37.7%), and included speech language pathologists, educational coaches and consultants, early childhood coordinators and developers, individuals working with special education populations, and higher education professionals.

Do attendees report increased knowledge of executive function and how to support children in developing executive function skills?

Respondents rated their knowledge of teaching skills and practices, related to the institute topics on a pre-post survey utilizing a scale from 1 (starting learning) to 4 (in-depth knowledge). Survey items were customized to the specific key learnings for each institute, but both surveys included a self-assessment of general knowledge related to executive function and a measure of the participant’s ability to apply that information to their work with children. The following graph shows the average ratings before attending the institute and after for these two areas.

FIGURE 21. PROFESSIONAL DEVELOPMENT FOR ALL: RESPONDENTS' KNOWLEDGE OF EXECUTIVE FUNCTION, N=221



Survey results show that 14% of respondents ($n=32$) indicated they had “in-depth” knowledge about executive function prior to attending the PD for All sessions. At post, 50% ($n=110$) of participants rated their understanding at that level. In the area of applying their understanding of executive function to their work with children and families, only 11% ($n=25$) of respondents indicated in-depth knowledge at pre. After attending the institute, 47% ($n=103$) selected this response. A statistical analysis was conducted to determine if changes in participant understanding of executive function and their ability to apply the concepts to their work were significant. Respondents reported large and significant increases for:

- Knowledge of executive function: pre ($M=2.50$, $SD=.840$) to post ($M=3.38$ $SD=.689$); $t(220)=-19.36$, $p<.001$, $d=1.29$, two-tailed test.
- Ability to apply knowledge: pre ($M=2.39$, $SD=.839$) to post ($M=3.38$ $SD=.647$); $t(220)=-19.46$, $p<.001$, $d=1.31$, two-tailed test.

Did the attendees find the breakout sessions useful?

Respondents rated the effectiveness of the breakout sessions. Sample topics included the connection between executive function and challenging behaviors in preschool-age children, children’s executive functioning in natural outdoor settings vs. indoors, and engaging students and parents in executive function activities.

- 85% of respondents thought the sessions had a good balance between theory and practical information they can use.
- 87% thought the sessions helped them understand new information and ideas.
- 88% plan to use what they learned in the sessions.

PD FOR ALL WEBINARS

Methods

After each webinar, participants received a link via email to an online evaluation survey.

Across the three webinars, 143 participants responded to the survey, which is a completion rate of 48%.

Findings

Where Participants Work

The webinar format allows for much broader geographic participation compared to the in-person institute. The majority of webinar attendees ($n=110$, 76.9%) work in Douglas or Sarpy County. The remaining participants come from many counties across Nebraska and as far away as Washington state.

Work Setting

About a third of the survey respondents worked in school-based programs ($n=51$, 35.7%), including elementary schools, PreK within elementary schools, Head Start, Educare, and after school programs. A third worked in community-based programs ($n=51$, 35.7%). The rest ($n=41$, 28.8%) were from a variety of work settings including higher education, home visiting programs, and state agencies.

Age Group Served

Survey respondents most commonly worked with multiple age groups ($n=60$, 41.8%). About a fifth ($n=32$, 22.2%) worked primarily with infants and toddlers. 16.1% worked with PreK ($n=23$), 12.4% worked directly with families ($n=18$), and a few worked with school-age children in Kindergarten through third grade ($n=11$, 7.5%).

Job Title

Some respondents identified themselves as teachers ($n=19$, 13.3%). Other roles included home visitor or family facilitator ($n=22$, 15.4%), director/administrator ($n=24$, 16.8%), assistant teacher/paraeducator ($n=3$, 2.1%), instructional/early childhood coach ($n=8$, 5.6%) and special education/early intervention teacher ($n=4$, 2.5%). Many respondents identified as “other” ($n=63$, 44.1%), and included curriculum coordinators, program evaluators, speech language pathologists, early childhood coordinators, and higher education professionals.

Did participants find the webinars informative and useful to their work?

The participant feedback surveys included three common questions about learning new ways to support children’s social-emotional development and if they found the information to be useful. Results across 143 participants indicate high levels of satisfaction with what they learned from the webinars and the relevance of the learning to their work.

- 92% of respondents reported that they learned new ways to support children’s social-emotional learning.

- 94% reported that the webinars helped them understand new information and ideas.
- 94% plan to use what they learned in the webinars.

Two of the webinar surveys included two additional common questions. Results are reported below.

- 95% of respondents ($n=94$) reported that the webinars gave them new ways to foster connections and relationships with families.
- 93% of respondents ($n=77$) indicated that they learned new ways to promote equity and anti-racism in their work.

CONCLUSIONS

Survey responses for in-person learning and online webinars indicate high levels of satisfaction, with 88% to 94% of respondents reporting that they plan to use what they learned at PD for All. Participants at the in-person institutes indicated their knowledge and understanding of executive function increased significantly. Webinar participants had high levels of satisfaction with the offerings. Strong majorities found the information useful and learned new ways to support children's social-emotional development.

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Ralston
PUBLIC SCHOOLS

Dr. Mark Adler

Superintendent

Mr. Jason Buckingham

Executive Director of Fiscal Affairs

Dr. Michael Rupprecht

Executive Director of Human Resources

October 8, 2020

Sergeant First Class James Guild
2405 Gun Shed Road
Fort Sam Huston, TX 78234

Dear SFC Guild:

On behalf of the Ralston Public Schools Board of Education, students, staff, administration, and the Ralston community, I would like to congratulate you on your upcoming retirement from the United States Army. Everyone in Ralston is grateful for and appreciates the leadership and selfless service you have provided. Committing 20 years of service to the United States Army exemplifies incredible commitment, grit, determination, patriotism, and resolve. We are proud of you and how you continue to represent Ram Nation in such an amazing fashion.

Since your graduation in 1997, Ralston Public Schools continues to vigorously support our students in their interest and desire to serve their country in military service. Since 2016, we are proud to report two of our students have applied and been accepted into the military service academies: one at West Point and one at the Air Force Academy. Recent Ralston Graduate, Nate Richards, built a "Fallen Soldiers Memorial" at the entrance to Speck Nelson Stadium as his culminating Eagle Scout Project. We hope you can see this memorial one day when you are back in the Ralston area.

SFC Guild, thank you again for representing Ralston, Nebraska, and the United States of America with dignity and respect. We are happy for you as you enter retirement, and we are proud to call you a Ralston Ram. If there is ever anything we can do for you, please do not hesitate to contact us at 402-331-4700 or madler@ralstonschools.org

Sincerely,

Dr. Mark Adler
Superintendent of Schools

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