

Agenda

1. Call To Order
Speaker(s): Board President
2. Pledge of Allegiance
Speaker(s): Board President
 - 2.1. Roll Call - Excuse Board Members not in attendance
Speaker(s): Board President
3. Public Comment Sign In Procedure
 - 3.1. Public Comment
4. Consent Agenda (Action)
Speaker(s): Board President
5. Board Development and Communication
 - 5.1. Board Members' Update
6. Superintendent's Report
Speaker(s): Superintendent
 - 6.1. Ralston High School Early Graduation Requests
Speaker(s): Dr. Mark Adler
 - 6.2. AQuESST/NWEA Map Data Overview
Speaker(s): Dr. Cecilia Wilken & Dr. Michael Rupprecht
 - 6.3. PLC Strategic Priority Update
Speaker(s): Dr. Cecilia Wilken
 - 6.4. Administrative Cabinet Evaluation System
Speaker(s): Dr. Mark Adler & Dr. Cecilia Wilken
 - 6.5. RAVE Safety App
Speaker(s): Mr. Jason Buckingham
 - 6.6. Government Relations Update
Speaker(s): Dr. Mark Adler
 - 6.7. NASB Updates and Information
Speaker(s): Dr. Jay Irwin
 - 6.8. Enrollment Update
Speaker(s): Dr. Mark Adler
7. Standards Based School Improvement
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

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 14th, 2019

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:

Jill Anderson

(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.
Ralston, Nebraska 68127

Monday, September 23, 2019 6:00 PM

REGULAR MEETING – September 23, 2019

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

CONSENT AGENDA

Consent agenda items include minutes from the September 9, 2019 meeting and the September 16, 2019 meeting. Motion to approve consent agenda made by Mr. Overkamp and seconded by Mrs. Johnson.

Mrs. Richards:	Yea
Dr. Irwin:	Yea
Mrs. Johnson:	Yea
Ms. Roarty:	Yea
Mr. Overkamp:	Yea
Mrs. Kumru:	Yea

BUSINESS ITEMS / BOARD DEVELOPMENT / COMMUNICATION

Board Comments

All board members welcomed Jim Frederick, the new Director of External Relations and Engagement. Heather Johnson announced she has been enjoying all the fall sports and activities and shared her appreciation to all the sponsors for their continued support. Linda Richards reported that she recently spoke with Mrs. Karen Tichy in regards to the Charles Tichy Memorial fund which will benefit the Ralston Schools Foundation.

Superintendent's Report

Dr. Adler began by welcoming Mr. Jim Frederick as our new Director of External Relations and Engagement. In addition, Dr. Adler shared that Ralston Public Schools was selected to receive the Values Driven Award for the state of Nebraska. This award recognizes any organization within the Cognia network that has engaged in continuous improvement in a meaningful way. The award will be presented at the AdvancEd conference in Chicago on October 30, 2019.

Strategic Priorities and School Improvement Plan Updates

Dr. Adler announced plans are in place to update the district's strategic priorities and school improvement plans. The next few board meetings will include discussions relating to the priorities and who will represent each priority.

Emergency Kit Discussion

The board discussed the possibility of obtaining "Stop the Bleed" kits for our schools. "Stop the Bleed" kits contain basic products for emergency responders or civilians to address a traumatic bleeding situation. We do currently have staff who have been trained in "Stop the Bleed" and each of those staff members have their own kit. The board would eventually like to have these kits in all classrooms so as a district we are prepared for emergencies. Funding sources will be sought to secure money to purchase more kits and also provide more training for staff members. Policy 3030 (Automatic External Defibrillator Program) and Policy 5059 (Emergency Medical Treatment) were also reviewed.

Inclement Weather Late Start and Early Dismissal Discussion

Dr. Adler stated that area superintendents are investigating the possibility of putting together a late start and/or early dismissal plan when there is inclement weather. Ralston Public Schools administration will develop a plan and fully examine the feasibility before any decisions are made. Policy 4010 (Inclement Weather) and Policy 6026 (Emergency Dismissal) were also reviewed.

EL Program Update

Dr. Josh Wilken provided a detailed update on our current EL program. He discussed the current partnerships with Metro Community College and also Concordia University. He stated last year 10 staff members earned their EL endorsement and this year we will add another 14. Two of our current EL teachers, Megan Bunn and Barb Stratman, attended the SIOP (Sheltered Instruction Observation Protocol) training in Washington, DC over the summer and are sharing the information they gained with staff. Dr. Wilken also reported that data for the EL program is tracked through our SIMS program which provides for simple and easy access to obtain the numbers. Lastly, he shared that from 2017-2019 there has been a 43.1% increase in EL students attending Ralston Public Schools.

CTE Strategic Plan Update

Dr. Josh Wilken shared information regarding the RPS Blueprint program which provides student's the opportunity to explore different career fields during their four years of high school. He discussed the different programs of study available which include: health sciences, automotive, food science, skilled and technical sciences, business management and communications. He stated if a student has an interest in a particular career field, an internship or partnership with a local business will be sought to assist the student in learning more about that occupation first hand. He also covered the metrics of how the success of the CTE program is measured.

Government Relations Update

Linda Richards stated there has been a series of interim hearings which Joe Kohout has attended on our behalf.

Enrollment Update

Enrollment has not seen a lot of variation since the start of the school year.

BOE Professional Development

The board members participated in a learning and collaboration activity which was part of the *Key Work of School Boards* guidebook. Policy 2001 (Role of the Board of Education and Legal Status) was reviewed.

STANDARD BASED SCHOOL IMPROVEMENT

Policy Review

The following policies were reviewed by the board:

Policy 3001 – Budget

Policy 2010 – Preparation for Board Meetings

Policy 6004 – Curriculum Development and Assessment (this policy was moved to the October 14th agenda in order for Dr. Cecilia Wilken to provide input).

Adjournment

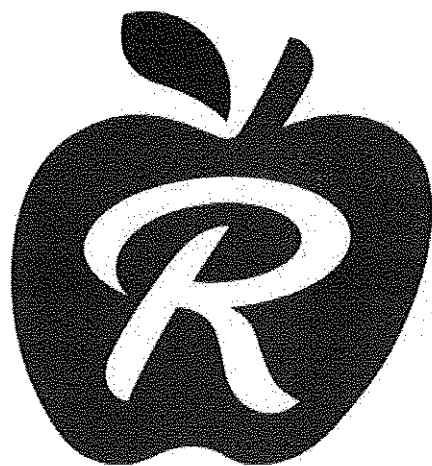
The board voted to adjourn at 9:14 pm. Motion by Dr. Irwin and seconded by Mike Overkamp.

Mrs. Johnson:	Yea
Dr. Irwin:	Yea
Ms. Roarty:	Yea
Mrs. Richards:	Yea
Mrs. Kumru:	Yea
Mr. Overkamp:	Yea

The next regular meeting is Monday, October 14, 2019, at 6:00 pm at the Virginia Moon Administration Center

Mrs. Linda Richards, President

Dr. Jay Irwin, Secretary



Ralston
PUBLIC SCHOOLS

**Accounts Payable
Spending Report
BOE ~ October 14, 2019**

***Depreciation Fund: \$0.00**

***Special Building Fund: \$263,875.75**

***QCPUF Fund: \$750.00**

****Total Report: \$1,014,167.56**

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RALSTON PUBLIC SCHOOLS
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FUND - 01 - GENERAL FUND

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9001	121545	10/14/19	37	ACCURATE TESTING IN	0136020262000	20730	RPS MAINTENANCE RHS	0.00	1,065.25
9001	121545	10/14/19	37	ACCURATE TESTING IN	0116420262000	20730	RPS MAINTENANCE KW	0.00	150.00
9001	121545	10/14/19	37	ACCURATE TESTING IN	0116720262000	20730	RPS MAINTENANCE MOC	0.00	100.00
9001	121545	10/14/19	37	ACCURATE TESTING IN	0116820262000	20730	RPS MAINTENANCE SEY	0.00	95.00
TOTAL CHECK									1,860.25
9001	121546	10/14/19	43	ACTION BATTERIES UN	0180020262000	20430	RPS MAINTENANCE VMA	0.00	41.95
9001	121547	10/14/19	6429	AE SUPPLY	0126020262000	20430	RPS MAINTENANCE RMS	0.00	34.00
9001	121547	10/14/19	6429	AE SUPPLY	0116720262000	20430	RPS MAINTENANCE MOC	0.00	36.00
9001	121547	10/14/19	6429	AE SUPPLY	0116920262000	20430	RPS MAINTENANCE WIL	0.00	90.00
TOTAL CHECK									160.00
9001	121548	10/14/19	4280	AMERICAN LIBRARY AS	0136020222000	20610	RALSTON HIGH HS2020	0.00	102.00
9001	121549	10/14/19	7149	APERTURE EDUCATION,	0136020214100	20610	RPS STU/SERV SS2020	0.00	1,220.00
9001	121549	10/14/19	7149	APERTURE EDUCATION,	0116720214100	20610	RPS STU/SERV SS2020	0.00	2,044.00
9001	121549	10/14/19	7149	APERTURE EDUCATION,	0126020214100	20610	RPS STU/SERV SS2020	0.00	2,396.00
TOTAL CHECK									5,660.00
9001	121550	10/14/19	4348	AQUA-CHEM INC	0136020262000	20610	RPS MAINTENANCE RHS	0.00	606.75
9001	121551	10/14/19	2728	ARROW STAGE LINES	0180020271000	20340	RPS TRANSPORTATION	0.00	650.00
9001	121551	10/14/19	2728	ARROW STAGE LINES	0180020271000	20340	RPS TRANSPORTATION	0.00	750.00
9001	121551	10/14/19	2728	ARROW STAGE LINES	0180020271000	20340	RPS TRANSPORTATION	0.00	775.00
9001	121551	10/14/19	2728	ARROW STAGE LINES	0180020271000	20340	RPS TRANSPORTATION	0.00	796.00
9001	121551	10/14/19	2728	ARROW STAGE LINES	0180020271000	20340	RPS TRANSPORTATION	0.00	425.00
TOTAL CHECK									3,396.00
9001	121552	10/14/19	7155	ARROW TOWING, INC.	0180020271000	20430	RPS TRANSPORTATION	0.00	240.75
9001	121553	10/14/19	3260	BAND SHOPPE	0136020110094	20610	RALSTON HIGH HS2020	0.00	569.00
9001	121554	10/14/19	7152	BERGMAN	0180020256000	20610	RPS PUBLIC RELATION	0.00	365.02
9001	121555	10/14/19	6650	BISHOP BUSINESS	0180020253000	20442	RASTONPUBLICSCHOOLS	0.00	302.42
9001	121555	10/14/19	6650	BISHOP BUSINESS	0180020253000	20442	RASTONPUBLICSCHOOLS	0.00	754.11
9001	121555	10/14/19	6650	BISHOP BUSINESS	0180020253000	20442	RPS ADMIN CO/VMAC	0.00	3,347.14
9001	121555	10/14/19	6650	BISHOP BUSINESS	0180020253000	20442	RASTONPUBLICSCHOOLS	0.00	1,536.60
9001	121555	10/14/19	6650	BISHOP BUSINESS	0180020253000	20442	RASTONPUBLICSCHOOLS	0.00	183.23
9001	121555	10/14/19	6650	BISHOP BUSINESS	0180020253000	20442	RASTONPUBLICSCHOOLS	0.00	193.18
9001	121555	10/14/19	6650	BISHOP BUSINESS	0180020253000	20442	RASTONPUBLICSCHOOLS	0.00	147.60
9001	121555	10/14/19	6650	BISHOP BUSINESS	0180020253000	20442	RASTONPUBLICSCHOOLS	0.00	113.22
9001	121555	10/14/19	6650	BISHOP BUSINESS	0180020253000	20442	RASTONPUBLICSCHOOLS	0.00	117.20
9001	121555	10/14/19	6650	BISHOP BUSINESS	0180020253000	20442	RASTONPUBLICSCHOOLS	0.00	94.90
TOTAL CHECK									6,789.60
9001	121556	10/14/19	325	BOYS TOWN	0126020120000	20569	RPS STUDENT SERVICE	0.00	2,475.45
9001	121556	10/14/19	325	BOYS TOWN	0116320120000	20569	RPS STUDENT SERVICE	0.00	2,475.45
9001	121556	10/14/19	325	BOYS TOWN	0136020120000	20569	RPS STUDENT SERVICE	0.00	4,950.90
TOTAL CHECK									9,901.80

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RALSTON PUBLIC SCHOOLS
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FUND - 01 - GENERAL FUND

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9001	121559	V 10/14/19	3785	CCS PRESENTATION SY	0126020120000	20610	PROJECTOR FOR SPED/	0.00	-201.74
9001	121559	V 10/14/19	3785	CCS PRESENTATION SY	0116620110000	20734	PROJECTOR FOR MEADO	0.00	-502.01
9001	121559	10/14/19	3785	CCS PRESENTATION SY	0126020120000	20610	PROJECTOR FOR SPED/	0.00	201.74
9001	121559	10/14/19	3785	CCS PRESENTATION SY	0116620110000	20734	PROJECTOR FOR MEADO	0.00	502.01
TOTAL CHECK								0.00	0.00
9001	121560	10/14/19	6664	CENTER FOR COLLABOR	0116420110001	20640	RPS CURRICUL CU2020	0.00	162.00
9001	121560	10/14/19	6664	CENTER FOR COLLABOR	0116820110001	20640	RPS CURRICUL CU2020	0.00	210.60
9001	121560	10/14/19	6664	CENTER FOR COLLABOR	0116920110001	20640	RPS CURRICUL CU2020	0.00	259.20
9001	121560	10/14/19	6664	CENTER FOR COLLABOR	0116620110001	20640	RPS CURRICUL CU2020	0.00	307.80
9001	121560	10/14/19	6664	CENTER FOR COLLABOR	0116720110001	20640	RPS CURRICUL CU2020	0.00	340.20
9001	121560	10/14/19	6664	CENTER FOR COLLABOR	0116320110001	20640	RPS CURRICUL CU2020	0.00	340.20
TOTAL CHECK								0.00	1,620.00
9001	121561	10/14/19	5404	CENTRAL SALES	0136020262000	20430	RPS MAINTENANCE RHS	0.00	78.72
9001	121562	10/14/19	2442	CITY OF RALSTON	0136020262000	20610	RPS MAINTENANCE RHS	0.00	1,397.09
9001	121562	10/14/19	2442	CITY OF RALSTON	0116720262000	20610	RPS MAINTENANCE MOC	0.00	604.30
9001	121562	10/14/19	2442	CITY OF RALSTON	0116320262000	20610	RPS MAINTENANCE BLU	0.00	604.30
9001	121562	10/14/19	2442	CITY OF RALSTON	0180020262000	20610	RPS MAINTENANCE VMA	0.00	482.33
9001	121562	10/14/19	2442	CITY OF RALSTON	0126020262000	20610	RPS MAINTENANCE RMS	0.00	720.72
9001	121562	10/14/19	2442	CITY OF RALSTON	0116420262000	20610	RPS MAINTENANCE KW	0.00	332.64
9001	121562	10/14/19	2442	CITY OF RALSTON	0116820262000	20610	RPS MAINTENANCE SEY	0.00	365.90
9001	121562	10/14/19	2442	CITY OF RALSTON	0116920262000	20610	RPS MAINTENANCE WIL	0.00	504.50
9001	121562	10/14/19	2442	CITY OF RALSTON	0116620262000	20610	RPS MAINTENANCE MEA	0.00	532.22
TOTAL CHECK								0.00	5,544.00
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0136020261000	20610	#I694 MARS DEGREASE	0.00	192.00
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0136020261000	20610	#H102 HD Liquid Ext	0.00	49.50
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0136020261000	20610	#N8000 20" Green Pa	0.00	84.40
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	NEW EQUIPMENT SHORT	0.00	31.90
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	NEW EQUIPMENT 4" SC	0.00	51.80
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116920261000	20610	Mop Bucket Combo	0.00	67.00
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9001	121564	10/14/19	583	COMMERCIAL CLEANING	0136020261000	20610	#HLRGL1 LARGE WET M	0.00	64.48
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0136020261000	20610	#KL260 sani Sacks	0.00	51.68
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0136020261000	20610	#3110 Dust wands	0.00	78.58
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0136020261000	20610	#PT21 Pro Team Vac	0.00	105.18
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116820261000	20610	PARTS/REPAIRS REPAI	0.00	137.35
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116820261000	20610	PARTS/REPAIRS REPAI	0.00	395.60
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116420261000	20610	#MR43483MC 43x48 Li	0.00	73.50
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116420261000	20610	#MR24330MC 24x33 Li	0.00	37.30
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116420261000	20610	#4428130 Single Fo1	0.00	29.88
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116420261000	20610	#11894515 POWER TIM	0.00	43.80
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116420261000	20610	#12001227 EVIRO CAR	0.00	49.60
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116420261000	20610	#12021427 THERMO CL	0.00	39.40
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116420261000	20610	PRO GUARD NITRILE P	0.00	17.85
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116920261000	20610	#4427840 Spring Gro	0.00	154.34

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
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9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116920261000	20610	#MR43483MC 43x48 Li	0.00	113.55
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116920261000	20610	#MR43483MC 43x48 LI	0.00	75.70
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116920261000	20610	#4428130 Single Fol	0.00	30.78
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116920261000	20610	#PT21 Pro Team Vac	0.00	64.27
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116820261000	20610	#4427840 Spring Gro	0.00	50.98
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116820261000	20610	#2206264 Brown Roll	0.00	39.79
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116820261000	20610	#11895715 WINDOW SH	0.00	39.54
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116820261000	20610	#11894515 POWER TIM	0.00	44.69
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116820261000	20610	SPRAY DISINFECTANT	0.00	34.69
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116820261000	20610	PRO GUARD NITRILE P	0.00	18.21
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116820261000	20610	#PT21 Pro Team Vac	0.00	42.45
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116720261000	20610	PARTS/REPAIRS REPAI	0.00	614.19
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0180020261000	20610	PARTS/REPAIRS REPAI	0.00	423.34
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0126020261000	20610	#4427840 Spring Gro	0.00	202.39
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0126020261000	20610	#2206264 Brown Roll	0.00	79.02
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0126020261000	20610	#MR43483MC 43x48 Li	0.00	148.92
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0126020261000	20610	PRO GUARD NITRILE P	0.00	36.17
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116620261000	20610	#MR43483MC 43x48 Li	0.00	147.00
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	#4427840 Spring Gro	0.00	154.33
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	#2206264 Brown Roll	0.00	120.50
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	NABC Disinfectant	0.00	35.02
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0126020261000	20610	#4427840 Spring Gro	0.00	202.83
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0126020261000	20610	#2206264 Brown Roll	0.00	118.78
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0126020261000	20610	#MR43483MC 43x48 Li	0.00	186.54
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0126020261000	20610	#MR24330MC 24x33 Li	0.00	75.73
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0126020261000	20610	#A321 Pumice Sticks	0.00	26.07
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	#N9000 20" Black Pa	0.00	28.50
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	Pro Guard Nitrile P	0.00	71.40
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	#4427840 Spring Gro	0.00	199.80
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	#MR43483MC 43x48 Li	0.00	147.00
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	#MR43483MC 43x48 Li	0.00	148.46
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	#3110 Dust Wands	0.00	52.32
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	#PT21 Pro Team Vac	0.00	42.02
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	#12001227 EVIRO CAR	0.00	49.60
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	#H401 Erase Prespra	0.00	48.00
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	Pro Guard Nitrile P	0.00	5.95
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0126020261000	20610	PRO GUARD NITRILE P	0.00	35.70
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116620261000	20610	#4427840 Spring Gro	0.00	51.24
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116620261000	20610	#2206264 Brown Roll	0.00	80.01
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116620261000	20610	#10243015 TOUGH DUT	0.00	40.72
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116620261000	20610	#HLRGL1 EXTRA LARG	0.00	26.16
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116620261000	20610	#12021427 THERMO CL	0.00	40.42
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0180020261000	20610	#4427840 Spring Gro	0.00	99.90
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0180020261000	20610	#MR43483MC 43x48 Li	0.00	73.50
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0180020261000	20610	#4440720 White Mult	0.00	89.85
9001	121564	10/14/19	583	COMMERCIAL CLEANING	0116320261000	20610	#OC12 WET MOP HANDL	0.00	22.50
TOTAL CHECK									6,667.79
9001	121565	10/14/19	4037	COX BUSINESS SERVIC	0180020258000	20382	RPS DW SEPTEMBER 20	0.00	8,506.23
9001	121566	10/14/19	1476	D & D LASER INC	0126020110000	20610	RALSTONMIDDLEMS2020	0.00	35.95

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9001	121566	10/14/19	1476	D & D LASER INC	0126020110000	20610	RALSTONMIDDLEMS2020	0.00	99.90
TOTAL CHECK									135.85
9001	121567	10/14/19	7156	DAVID KILPATRICK, I	0116320620000	20610	RPS CURRICUL CU2020	0.00	50.00
9001	121568	10/14/19	6972	DAYBREAK 2	0116720120000	20569	RPS STUDENT SERVICE	0.00	1,780.02
9001	121569	10/14/19	34	DEMCO, INC.	0136020222000	20610	RALSTON HIGH HS2020	0.00	344.99
9001	121570	10/14/19	39	DENNIS SUPPLY COMPA	0116720262000	20430	RPS MAINTENANCE MOC	0.00	370.66
9001	121571	10/14/19	3128	DIGITAL DOT SYSTEMS	0136020110000	20734	RPS TECHNOLOGY RHS	0.00	549.00
9001	121571	10/14/19	3128	DIGITAL DOT SYSTEMS	0136020110000	20734	RPS TECHNOLOGY RHS	0.00	564.00
9001	121571	10/14/19	3128	DIGITAL DOT SYSTEMS	0116620110000	20734	RPS TECHNOLOGY MEAD	0.00	499.00
TOTAL CHECK									1,612.00
9001	121572	10/14/19	5323	DXP ENTERPRISES INC	0136020262000	20430	RPS MAINTENANCE RHS	0.00	38.14
9001	121572	10/14/19	5323	DXP ENTERPRISES INC	0116320262000	20430	RPS MAINTENANCE BLU	0.00	17.44
TOTAL CHECK									55.58
9001	121573	10/14/19	6600	JUSTIN DIGGINS	0180020271200	20332	REIMBURSE8/26-9/24/	0.00	274.34
9001	121576	10/14/19	6966	BRITTANY AND TODD H	0180020271200	20332	REIMBURSE 9/3-20/20	0.00	315.52
9001	121577	10/14/19	127	EASTERN NEBRASKA HU	0126020120000	20569	RPS STUDENT SERVICE	0.00	2,236.00
9001	121577	10/14/19	127	EASTERN NEBRASKA HU	0136020120000	20569	RPS STUDENT SERVICE	0.00	2,236.00
TOTAL CHECK									4,472.00
9001	121578	10/14/19	5121	ELECTRICAL ENGINEER	0136020262000	20430	RPS MAINTENANCE RHS	0.00	138.77
9001	121579	10/14/19	6625	ESU #10	0136020120000	20610	RPS STUDENT SERVICE	0.00	1,214.70
9001	121579	10/14/19	6625	ESU #10	0116320120000	20610	RPS STUDENT SERVICE	0.00	1,822.05
9001	121579	10/14/19	6625	ESU #10	0126020120000	20610	RPS STUDENT SERVICE	0.00	607.35
9001	121579	10/14/19	6625	ESU #10	0116820120000	20610	RPS STUDENT SERVICE	0.00	681.39
TOTAL CHECK									4,325.49
9001	121580	10/14/19	5993	ESU #3/METRO REGION	0180020232000	20320	RALSTONPUBLICSCHOOL	0.00	3,145.00
9001	121580	10/14/19	5993	ESU #3/METRO REGION	0180020258000	20382	RPS TECHNOLOGY DEPT	0.00	194.95
9001	121580	10/14/19	5993	ESU #3/METRO REGION	0180020258000	20382	RPS TECHNOLOGY VMAC	0.00	79.98
TOTAL CHECK									3,419.93
9001	121581	10/14/19	6548	ESU #5	0180020258000	20382	RPS TECHNOLOGY DW	0.00	3,900.00
9001	121582	10/14/19	275	FAC	0180020261000	20610	RPS MAINTENANCE CUS	0.00	679.80
9001	121583	10/14/19	5918	FAIRFIELD INN & SUI	0180020232000	20330	RPS RM409 - S. MEYE	0.00	109.95
9001	121584	10/14/19	5818	FATHER FLANAGAN'S B	0180020266000	20340	RPS RET/FEE AUG. 20	0.00	50.00
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	150.00
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	150.00
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	150.00

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9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	165.00
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	165.00
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	165.00
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	165.00
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	165.00
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	165.00
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	170.00
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	183.50
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	188.50
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20510	RPS TRANSPORTATION	0.00	34,908.75
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	998.00
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	553.50
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	380.00
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	223.50
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	236.41
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	240.00
9001	121585	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	296.00
TOTAL CHECK								0.00	39,818.16
9001	121586	10/14/19	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB20200	0.00	399.28
9001	121586	10/14/19	272	FOLLETT SCHOOL SOLU	0136020222000	20640	RALSTON HIGH HS2020	0.00	356.74
9001	121586	10/14/19	272	FOLLETT SCHOOL SOLU	0136020222000	20640	RALSTON HIGH HS2020	0.00	358.48
9001	121586	10/14/19	272	FOLLETT SCHOOL SOLU	0116420222000	20640	KARENWESTERN KW2020	0.00	497.29
9001	121586	10/14/19	272	FOLLETT SCHOOL SOLU	0136020222000	20640	RALSTON HIGH HS2020	0.00	141.95
9001	121586	10/14/19	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB20200	0.00	92.61
9001	121586	10/14/19	272	FOLLETT SCHOOL SOLU	0116420222000	20640	KARENWESTERN KW2020	0.00	23.86
TOTAL CHECK								0.00	1,870.21
9001	121587	10/14/19	301	GLASSMASTERS INC	0116420262000	20430	RPS MAINTENANCE KW	0.00	225.00
9001	121588	10/14/19	6964	GNSA	0180020232000	20810	RPS DR. MARK ADLER	0.00	4,250.00
9001	121589	10/14/19	344	GOODWIN TUCKER GROU	0126020262000	20430	RPS MAINTENANCE RMS	0.00	136.50
9001	121589	10/14/19	344	GOODWIN TUCKER GROU	0116720262000	20430	RPS MAINTENANCE MOC	0.00	86.40
9001	121589	10/14/19	344	GOODWIN TUCKER GROU	0126020262000	20430	RPS MAINTENANCE RMS	0.00	68.13
TOTAL CHECK								0.00	291.03
9001	121590	10/14/19	367	GRAYBAR	0126020262000	20430	RPS MAINTENANCE RMS	0.00	67.32
9001	121591	10/14/19	6679	HAUFF SPORTS	0126020110000	20913	RALSTONMIDDLEMS2020	0.00	648.62
9001	121592	10/14/19	4752	HEARTLAND FAMILY SE	0136020120000	20569	RPS STUDENT SERVICE	0.00	3,156.00
9001	121593	10/14/19	1474	HEARTLAND FOUNDATIO	0116420120000	20569	RPS STUDENT SERVICE	0.00	3,700.00
9001	121593	10/14/19	1474	HEARTLAND FOUNDATIO	0116720120000	20569	RPS STUDENT SERVICE	0.00	3,700.00
9001	121593	10/14/19	1474	HEARTLAND FOUNDATIO	0136020120000	20569	RPS STUDENT SERVICE	0.00	11,100.00
TOTAL CHECK								0.00	18,500.00
9001	121594	10/14/19	4528	HEARTLAND ROOFING C	0136020262000	20430	RPS MAINTENANCE RHS	0.00	780.00
9001	121594	10/14/19	4528	HEARTLAND ROOFING C	0116420262000	20430	RPS MAINTENANCE KW	0.00	483.12
9001	121594	10/14/19	4528	HEARTLAND ROOFING C	0116820262000	20430	RPS MAINTENANCE SEY	0.00	483.12
9001	121594	10/14/19	4528	HEARTLAND ROOFING C	0116920262000	20430	RPS MAINTENANCE WIL	0.00	483.12

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9001	121594	10/14/19	4528	HEARTLAND ROOFING C	0126020262000	20430	RPS MAINTENANCE RMS	0.00	483.12
9001	121594	10/14/19	4528	HEARTLAND ROOFING C	0136020262000	20430	RPS MAINTENANCE RHS	0.00	483.13
9001	121594	10/14/19	4528	HEARTLAND ROOFING C	0116620262000	20430	RPS MAINTENANCE MEA	0.00	483.13
9001	121594	10/14/19	4528	HEARTLAND ROOFING C	0116720262000	20430	RPS MAINTENANCE MOC	0.00	483.13
9001	121594	10/14/19	4528	HEARTLAND ROOFING C	0116320262000	20430	RPS MAINTENANCE BLUM	0.00	483.13
TOTAL CHECK									4,645.00
9001	121596	10/14/19	3187	HP INC	0116320110000	20734	BLUMFIELD P01900039	0.00	219.00
9001	121597	10/14/19	450	HOBART SALES & SERV	0116320262000	20430	RPS MAINTENANCE BLU	0.00	111.24
9001	121598	10/14/19	6960	THE HOME DEPOT PRO/	0136020261000	20610	SPA3297-04 Consume	0.00	169.23
9001	121598	10/14/19	6960	THE HOME DEPOT PRO/	0136020261000	20610	SPA3308-04 Lite N F	0.00	553.17
TOTAL CHECK									722.40
9001	121599	10/14/19	6808	HONG T. HUYNH	0136020115000	20320	REIMBURSE9/10/163HR	0.00	81.00
9001	121599	10/14/19	6808	HONG T. HUYNH	0136020115000	20320	REIMBURSED 9/10/19	0.00	2.32
TOTAL CHECK									83.32
9001	121600	10/14/19	2781	HOPE MEDICAL OUTREA	0116320115000	20320	RPS ELL BLUMFIELD	0.00	113.75
9001	121600	10/14/19	2781	HOPE MEDICAL OUTREA	0116420115000	20320	RPS ELL KARENWESTER	0.00	52.50
9001	121600	10/14/19	2781	HOPE MEDICAL OUTREA	0116720115000	20320	RPS ELL MOCKINGBIRD	0.00	446.25
9001	121600	10/14/19	2781	HOPE MEDICAL OUTREA	0126020115000	20320	RPS ELL MIDDLE SCHO	0.00	253.75
TOTAL CHECK									866.25
9001	121601	10/14/19	2715	HY-VEE GAS	0180020271000	20626	RPS TRANSPORTATION	0.00	405.88
9001	121601	10/14/19	2715	HY-VEE GAS	0126020110060	20630	RPS MIDDLE SCHOOL	0.00	390.51
9001	121601	10/14/19	2715	HY-VEE GAS	0136020110060	20610	RPS HIGH SCHOOL	0.00	374.33
9001	121601	10/14/19	2715	HY-VEE GAS	0180020271000	20510	RPS TRANSPORTATION	0.00	1,093.17
9001	121601	10/14/19	2715	HY-VEE GAS	0180020271200	20626	RPS TRANSPORTATION	0.00	3,772.03
9001	121601	10/14/19	2715	HY-VEE GAS	0180020262000	20626	RPS MAINTENANCE DW	0.00	1,670.32
9001	121601	10/14/19	2715	HY-VEE GAS	0116320120000	20610	RPS BLUMFIELD	0.00	125.37
9001	121601	10/14/19	2715	HY-VEE GAS	0136020110068	20610	RPS HIGH SCHOOL	0.00	129.55
9001	121601	10/14/19	2715	HY-VEE GAS	0136020120000	20610	RPS STUDENT SERVICE	0.00	164.51
9001	121601	10/14/19	2715	HY-VEE GAS	0116820110000	20610	RPS ADMIN/VMAC CUR	0.00	2.58
9001	121601	10/14/19	2715	HY-VEE GAS	0116920110000	20610	RPS ADMIN/VMAC CUR	0.00	3.32
9001	121601	10/14/19	2715	HY-VEE GAS	0116420110000	20610	RPS ADMIN/VMAC CUR	0.00	2.12
9001	121601	10/14/19	2715	HY-VEE GAS	0126020110000	20610	RPS ADMIN/VMAC CUR	0.00	2.25
9001	121601	10/14/19	2715	HY-VEE GAS	0136020110050	20610	RPS HIGH SCHOOL	0.00	30.05
9001	121601	10/14/19	2715	HY-VEE GAS	0116620110000	20610	RPS ADMIN/VMAC CUR	0.00	3.76
9001	121601	10/14/19	2715	HY-VEE GAS	0116720110000	20610	RPS ADMIN/VMAC CUR	0.00	4.20
9001	121601	10/14/19	2715	HY-VEE GAS	0116320110000	20610	RPS ADMIN/VMAC CUR	0.00	4.30
9001	121601	10/14/19	2715	HY-VEE GAS	0136020110000	20610	RPS ADMIN/VMAC CUR	0.00	5.12
TOTAL CHECK									8,183.37
9001	121602	10/14/19	4483	MAI X. HUYNH	0136020115000	20320	REIMBURS11/8&12/11/	0.00	6.60
9001	121602	10/14/19	4483	MAI X. HUYNH	0136020115000	20320	REIMBURSE7/29&30/19	0.00	6.96
9001	121602	10/14/19	4483	MAI X. HUYNH	0136020115000	20320	REIM2/28, 5/21, 6/13/	0.00	6.96
9001	121602	10/14/19	4483	MAI X. HUYNH	0116320115000	20320	REIMBURS7/23, 30, 31/	0.00	6.96
9001	121602	10/14/19	4483	MAI X. HUYNH	0116720115000	20320	REIMBURSED 3HRS25MI	0.00	38.25
9001	121602	10/14/19	4483	MAI X. HUYNH	0116320115000	20320	REIMBURSED 2HRS45MI	0.00	27.00
9001	121602	10/14/19	4483	MAI X. HUYNH	0116320115000	20320	REIMBURSED 3HRS25MI	0.00	27.00

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	121602	10/14/19	4483	MAI X. HUYNH	0136020115000	20320	REIMBURSED 3HRS25MI	0.00	27.00
9001	121602	10/14/19	4483	MAI X. HUYNH	0116320115000	20320	REIM2/28,5/21,6/13/	0.00	3.48
9001	121602	10/14/19	4483	MAI X. HUYNH	0116720115000	20320	REIMBURS7/23,30,31/	0.00	3.48
9001	121602	10/14/19	4483	MAI X. HUYNH	0136020115000	20320	REIMBURS7/23,30,31/	0.00	3.48
9001	121602	10/14/19	4483	MAI X. HUYNH	0136020115000	20320	REIMBURSED9/10/19	0.00	3.48
9001	121602	10/14/19	4483	MAI X. HUYNH	0136020115000	20320	REIMBURSED 2HOURS	0.00	54.00
9001	121602	10/14/19	4483	MAI X. HUYNH	0136020115000	20320	REIMBURSED 2HRS45MI	0.00	74.25
9001	121602	10/14/19	4483	MAI X. HUYNH	0136020115000	20320	REIMBURSED 3HOURS	0.00	81.00
9001	121602	10/14/19	4483	MAI X. HUYNH	0136020115000	20320	REIMBURSED 3HOURS	0.00	81.00
TOTAL CHECK								0.00	450.90
9001	121603	10/14/19	6568	RACHEL FOEHLINGER	0136020110093	20610	RALSTON HIGH HS2021	0.00	600.00
9001	121604	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSP/L. GARDE	0.00	900.00
9001	121605	10/14/19	2286	INFOSAFE SHREDDING	0180020232000	20320	RPS ADMIN/CO/VMAC	0.00	39.00
9001	121606	10/14/19	7153	IOWA DIRECT	0136020262000	20430	RPS MAINTENANCE RHS	0.00	369.00
9001	121607	10/14/19	5881	IPEVO	0116820120000	20610	RPS STU/SERV SS2020	0.00	75.05
9001	121608	10/14/19	4318	J P COOKE COMPANY	0180020231000	20610	RPS ADMIN/CO/VMAC	0.00	17.75
9001	121609	10/14/19	565	JOHNSTONE SUPPLY CO	0180020262000	20730	RPS MAINTENANCE VMA	0.00	20.52
9001	121609	10/14/19	565	JOHNSTONE SUPPLY CO	0180020262000	20610	RPS MAINTENANCE VMA	0.00	58.50
9001	121609	10/14/19	565	JOHNSTONE SUPPLY CO	0180020262000	20730	RPS MAINTENANCE VMA	0.00	173.05
TOTAL CHECK								0.00	252.07
9001	121610	10/14/19	575	JUDAH CASTER COMPAN	0126020262000	20430	RPS MAINTENANCE RMS	0.00	70.00
9001	121611	10/14/19	5037	JUNIOR LIBRARY GUIL	0136020222000	20640	RALSTON HIGH HS2021	0.00	914.20
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116320120000	20320	RPS STUDENT SERVICE	0.00	955.39
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116820120000	20320	RPS STUDENT SERVICE	0.00	1,247.74
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116720120000	20320	RPS STUDENT SERVICE	0.00	704.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0136020120000	20320	RPS STUDENT SERVICE	0.00	800.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116820120000	20320	RPS STUDENT SERVICE	0.00	1,679.78
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116320120000	20320	RPS STUDENT SERVICE	0.00	2,693.48
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116320129100	20320	RPS STUDENT SERVICE	0.00	192.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116420129100	20320	RPS STUDENT SERVICE	0.00	245.37
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116320129200	20320	RPS STUDENT SERVICE	0.00	245.60
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116620120000	20320	RPS STUDENT SERVICE	0.00	246.91
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116720129100	20320	RPS STUDENT SERVICE	0.00	128.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116820129200	20320	RPS STUDENT SERVICE	0.00	128.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116920129100	20320	RPS STUDENT SERVICE	0.00	136.11
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116820129200	20320	RPS STUDENT SERVICE	0.00	145.21
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116920129100	20320	RPS STUDENT SERVICE	0.00	160.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0126020120000	20320	RPS STUDENT SERVICE	0.00	272.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116620129200	20320	RPS STUDENT SERVICE	0.00	295.59
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0136020120000	20320	RPS STUDENT SERVICE	0.00	320.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116620129100	20320	RPS STUDENT SERVICE	0.00	336.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116720129200	20320	RPS STUDENT SERVICE	0.00	338.00

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9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116920129200	20320	RPS STUDENT SERVICE	0.00	384.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116620129100	20320	RPS STUDENT SERVICE	0.00	392.60
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116720129200	20320	RPS STUDENT SERVICE	0.00	401.25
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116320129200	20320	RPS STUDENT SERVICE	0.00	416.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116420129200	20320	RPS STUDENT SERVICE	0.00	430.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0126020120000	20320	RPS STUDENT SERVICE	0.00	448.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116720120000	20320	RPS STUDENT SERVICE	0.00	473.98
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116420120000	20320	RPS STUDENT SERVICE	0.00	510.33
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116420120000	20320	RPS STUDENT SERVICE	0.00	512.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116920120000	20320	RPS STUDENT SERVICE	0.00	560.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116420129200	20320	RPS STUDENT SERVICE	0.00	588.79
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116920129200	20320	RPS STUDENT SERVICE	0.00	595.56
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116420129100	20320	RPS STUDENT SERVICE	0.00	656.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116620120000	20320	RPS STUDENT SERVICE	0.00	672.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116820129100	20320	RPS STUDENT SERVICE	0.00	80.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116920120000	20320	RPS STUDENT SERVICE	0.00	85.63
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116720129100	20320	RPS STUDENT SERVICE	0.00	105.74
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116620129200	20320	RPS STUDENT SERVICE	0.00	48.00
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116820129100	20320	RPS STUDENT SERVICE	0.00	5.93
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	0116320129100	20320	RPS STUDENT SERVICE	0.00	10.27
TOTAL CHECK									18,645.26
9001	121614	10/14/19	4452	KISSEL/E&S ASSOCIAT	0180020231000	20810	RPS OCT2019LEGISLAT	0.00	3,458.33
9001	121615	10/14/19	6278	KOLEY JESSEN PC LLO	0180020231000	20810	RPS STUDENT MATTERS	0.00	1,525.00
9001	121615	10/14/19	6278	KOLEY JESSEN PC LLO	0180020231000	20810	RPS GENERAL MATTERS	0.00	35.50
TOTAL CHECK									1,560.50
9001	121616	10/14/19	6193	KSB SCHOOL LAW	0180020232000	20810	RPS ADMIN/CO/VMAC	0.00	479.50
9001	121617	10/14/19	638	LAKESHORE LEARNING	0116320120000	20610	RPS STU/SERV SS2020	0.00	315.08
9001	121618	10/14/19	6111	LARSON SPEECH & LAN	0116420641200	20320	RPS STUDENT SERVICE	0.00	293.43
9001	121618	10/14/19	6111	LARSON SPEECH & LAN	0116820641200	20320	RPS STUDENT SERVICE	0.00	323.44
9001	121618	10/14/19	6111	LARSON SPEECH & LAN	0116620641200	20320	RPS STUDENT SERVICE	0.00	473.50
9001	121618	10/14/19	6111	LARSON SPEECH & LAN	0116920641200	20320	RPS STUDENT SERVICE	0.00	446.85
9001	121618	10/14/19	6111	LARSON SPEECH & LAN	0126020641200	20320	RPS STUDENT SERVICE	0.00	693.57
9001	121618	10/14/19	6111	LARSON SPEECH & LAN	0116320641200	20320	RPS STUDENT SERVICE	0.00	566.86
9001	121618	10/14/19	6111	LARSON SPEECH & LAN	0116720641200	20320	RPS STUDENT SERVICE	0.00	536.85
TOTAL CHECK									3,334.50
9001	121619	10/14/19	4054	LEWIS CENTRAL HIGH	0126020110093	20610	RALSTONMIDDLEMS2020	0.00	250.00
9001	121620	10/14/19	4512	LINCOLN HIGH SCHOOL	0136020110094	20610	RALSTON HIGH HS2020	0.00	125.00
9001	121621	10/14/19	6310	STEVEN WAYNE LEHR	0126020110093	20610	RALSTONMIDDLEMS2020	0.00	85.00
9001	121623	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSP. JOSLYNA	0.00	150.00
9001	121623	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSP. JOSLYNA	0.00	150.00
9001	121623	10/14/19	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSP. JOSLYNA	0.00	150.00
TOTAL CHECK									450.00

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	121624	10/14/19	5314	MADISON NATIONAL LI	01	9409	RPS OCTOBER 2019 PR	0.00	11,008.10
9001	121625	10/14/19	5069	MALLOY ELECTRIC	0116320262000	20430	RPS MAINTENANCE BLU	0.00	485.01
9001	121626	10/14/19	7135	MARY A. NIGGEMEYER	0126020110000	20330	RPS STUDENT SERVICE	0.00	80.00
9001	121627	10/14/19	4884	MATHESON TRI-GAS, I	0180020262000	20610	RPS MAINTENANCE VMA	0.00	52.15
9001	121628	10/14/19	6502	MCGRAW HILL	0136020120000	20610	RPS STU/SERV SS2020	0.00	1,326.43
9001	121628	10/14/19	6502	MCGRAW HILL	0116420110001	20640	RPS CURRICUL CU2020	0.00	562.65
9001	121628	10/14/19	6502	MCGRAW HILL	0116820110001	20640	RPS CURRICUL CU2020	0.00	731.45
9001	121628	10/14/19	6502	MCGRAW HILL	0116920110001	20640	RPS CURRICUL CU2020	0.00	900.25
9001	121628	10/14/19	6502	MCGRAW HILL	0116620110001	20640	RPS CURRICUL CU2020	0.00	1,069.04
9001	121628	10/14/19	6502	MCGRAW HILL	0116320110001	20640	RPS CURRICUL CU2020	0.00	1,181.57
9001	121628	10/14/19	6502	MCGRAW HILL	0116720110001	20640	RPS CURRICUL CU2020	0.00	1,181.58
9001	121628	10/14/19	6502	MCGRAW HILL	0116920692500	20610	RPS STU/SERV SS2020	0.00	1,025.66
TOTAL CHECK									7,978.63
9001	121629	10/14/19	813	MECHANICAL SALES PA	0126020262000	20430	RPS MAINTENANCE RMS	0.00	2,146.95
9001	121629	10/14/19	813	MECHANICAL SALES PA	0126020262000	20430	RPS MAINTENANCE RMS	0.00	1,349.43
9001	121629	10/14/19	813	MECHANICAL SALES PA	0116720262000	20430	RPS MAINTENANCE MOC	0.00	336.00
TOTAL CHECK									3,832.38
9001	121631	10/14/19	5926	MENARDS	0180020262000	20730	RPS MAINTENANCE VMA	0.00	308.29
9001	121631	10/14/19	5926	MENARDS	0136020110080	20610	RALSTON HIGH HS2020	0.00	290.35
9001	121631	10/14/19	5926	MENARDS	0136020110080	20610	RALSTON HIGH HS2020	0.00	461.41
9001	121631	10/14/19	5926	MENARDS	0126020262000	20430	RPS MAINTENANCE RMS	0.00	73.81
9001	121631	10/14/19	5926	MENARDS	0116920262000	20430	RPS MAINTENANCE WIL	0.00	57.95
9001	121631	10/14/19	5926	MENARDS	0116620262000	20430	RPS MAINTENANCE MEA	0.00	64.36
9001	121631	10/14/19	5926	MENARDS	0116920262000	20430	RPS MAINTENANCE WIL	0.00	31.91
9001	121631	10/14/19	5926	MENARDS	0136020262000	20430	RPS MAINTENANCE RHS	0.00	29.55
9001	121631	10/14/19	5926	MENARDS	0116720262000	20430	RPS MAINTENANCE MOC	0.00	36.44
9001	121631	10/14/19	5926	MENARDS	0126020261000	20610	RPS MAINTENANCE RMS	0.00	38.88
9001	121631	10/14/19	5926	MENARDS	0180020262000	20430	RPS MAINTENANCE VMA	0.00	40.96
9001	121631	10/14/19	5926	MENARDS	0126020110080	20610	RALSTONMIDDLE LEMKE	0.00	152.20
9001	121631	10/14/19	5926	MENARDS	0180020261000	20610	RPS MAINTENANCE VMA	0.00	84.89
9001	121631	10/14/19	5926	MENARDS	0116320262000	20430	RPS MAINTENANCE BLU	0.00	91.55
9001	121631	10/14/19	5926	MENARDS	0116720261000	20610	RPS MAINTENANCE MOC	0.00	101.94
9001	121631	10/14/19	5926	MENARDS	0180020262000	20430	RPS MAINTENANCE VMA	0.00	104.88
9001	121631	10/14/19	5926	MENARDS	0116720262000	20430	RPS MAINTENANCE MOC	0.00	139.61
9001	121631	10/14/19	5926	MENARDS	0136020262000	20430	RPS MAINTENANCE RHS	0.00	1.47
9001	121631	10/14/19	5926	MENARDS	0116720262000	20430	RPS MAINTENANCE MOC	0.00	9.97
9001	121631	10/14/19	5926	MENARDS	0180020262000	20610	RPS MAINTENANCE VMA	0.00	15.88
9001	121631	10/14/19	5926	MENARDS	0126020262000	20430	RPS MAINTENANCE RMS	0.00	17.99
9001	121631	10/14/19	5926	MENARDS	0136020262000	20610	RPS MAINTENANCE RHS	0.00	6.99
9001	121631	10/14/19	5926	MENARDS	0126020262000	20430	RPS MAINTENANCE RMS	0.00	8.94
9001	121631	10/14/19	5926	MENARDS	0136020262000	20430	RPS MAINTENANCE RHS	0.00	21.27
9001	121631	10/14/19	5926	MENARDS	0180020262000	20610	RPS MAINTENANCE VMA	0.00	21.42
9001	121631	10/14/19	5926	MENARDS	0116720262000	20430	RPS MAINTENANCE MOC	0.00	21.76
TOTAL CHECK									2,234.67
9001	121632	10/14/19	827	METAL DOORS & HARDW	0136020262000	20430	RPS MAINTENANCE RHS	0.00	170.00

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9001	121634	10/14/19	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8801 PARK DRIVE	0.00	166.40
9001	121634	10/14/19	834	METRO UTILITIES DIS	0180020261000	20621	RPS 8545 PARK DRIVE	0.00	151.20
9001	121634	10/14/19	834	METRO UTILITIES DIS	0126020261000	20621	RPS 8202 LAKEVIEW S	0.00	128.00
9001	121634	10/14/19	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	125.60
9001	121634	10/14/19	834	METRO UTILITIES DIS	0116420261000	20629	RPS 6240 H STREET	0.00	111.20
9001	121634	10/14/19	834	METRO UTILITIES DIS	0116820261000	20629	RPS 7900 SEYMOUR ST	0.00	80.00
9001	121634	10/14/19	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8901 PARK DRIVE	0.00	99.20
9001	121634	10/14/19	834	METRO UTILITIES DIS	0116920261000	20629	RPS 8023 RALSTON AV	0.00	87.20
9001	121634	10/14/19	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8801 PARK DRIVE	0.00	41.60
9001	121634	10/14/19	834	METRO UTILITIES DIS	0180020261000	20629	RPS 8545 PARK DRIVE	0.00	37.80
9001	121634	10/14/19	834	METRO UTILITIES DIS	0126020261000	20629	RPS 8202 LAKEVIEW S	0.00	32.00
9001	121634	10/14/19	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	9.60
9001	121634	10/14/19	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	2.40
9001	121634	10/14/19	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8901 PARK DRIVE	0.00	396.80
9001	121634	10/14/19	834	METRO UTILITIES DIS	0116420261000	20621	RPS 6240 H STREET	0.00	444.80
9001	121634	10/14/19	834	METRO UTILITIES DIS	0116320261000	20629	RPS 10310 MOCKINGBI	0.00	498.00
9001	121634	10/14/19	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	502.40
9001	121634	10/14/19	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8901 PARK DRIVE	0.00	1,466.40
9001	121634	10/14/19	834	METRO UTILITIES DIS	0116620261000	20621	RPS 9205 BERRY STRE	0.00	1,488.80
9001	121634	10/14/19	834	METRO UTILITIES DIS	0116420261000	20621	RPS 6240 H STREET	0.00	875.20
9001	121634	10/14/19	834	METRO UTILITIES DIS	0116720261000	20621	RPS 5100 SOUTH 93RD	0.00	1,017.60
9001	121634	10/14/19	834	METRO UTILITIES DIS	0126020261000	20629	RPS 8202 LAKEVIEW S	0.00	644.80
9001	121634	10/14/19	834	METRO UTILITIES DIS	0116720261000	20629	RPS 5100 SOUTH 93RD	0.00	254.40
9001	121634	10/14/19	834	METRO UTILITIES DIS	0116420261000	20629	RPS 6240 H STREET	0.00	218.80
9001	121634	10/14/19	834	METRO UTILITIES DIS	0116820261000	20621	RPS 7900 SEYMOUR ST	0.00	320.00
9001	121634	10/14/19	834	METRO UTILITIES DIS	0116920261000	20621	RPS 8023 RALSTON AV	0.00	348.80
9001	121634	10/14/19	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8901 PARK DRIVE	0.00	366.60
9001	121634	10/14/19	834	METRO UTILITIES DIS	0116620261000	20629	RPS 9205 BERRY STRE	0.00	372.20
9001	121634	10/14/19	834	METRO UTILITIES DIS	0126020261000	20621	RPS 8202 LAKEVIEW S	0.00	2,579.20
9001	121634	10/14/19	834	METRO UTILITIES DIS	0116320261000	20621	RPS 10310 MOCKINGBI	0.00	1,992.00
TOTAL CHECK									14,859.00
9001	121635	10/14/19	7158	MILESTONES DISABILI	0136020120000	20569	RPS STUDENT SERVICE	0.00	1,785.42
9001	121636	10/14/19	6499	MILLARD SPRINKLER	0126020262000	20430	RPS MAINTENANCE RMS	0.00	490.00
9001	121637	10/14/19	5892	MINNESOTA CLAY CO.	0126020110090	20610	RALSTONMIDDLEMS2020	0.00	592.06
9001	121637	10/14/19	5892	MINNESOTA CLAY CO.	0126020110090	20610	RALSTONMIDDLEMS2020	0.00	-592.06
TOTAL CHECK									0.00
9001	121638	10/14/19	2634	NASB	0180020256000	20320	RPS JEREMY MASKEL	0.00	-52.00
9001	121638	10/14/19	2634	NASB	0180020231000	20320	RPS ELIZABETH KUMRU	0.00	434.00
9001	121638	10/14/19	2634	NASB	0180020231000	20320	RPS LINDA RICHARDS	0.00	402.00
9001	121638	10/14/19	2634	NASB	0180020231000	20320	RPS HEATHER JOHNSON	0.00	409.00
9001	121638	10/14/19	2634	NASB	0180020232000	20330	RPS MARK ADLER	0.00	339.00
9001	121638	10/14/19	2634	NASB	0180020251000	20330	RPS JASON BUCKINGHA	0.00	314.00
9001	121638	10/14/19	2634	NASB	0136020241000	20810	RPS JOSHUA WILKEN	0.00	314.00
9001	121638	10/14/19	2634	NASB	0180020256000	20320	RPS KATY CORE	0.00	314.00
9001	121638	10/14/19	2634	NASB	0180020256000	20320	RPS JIM FREDERICK	0.00	314.00
9001	121638	10/14/19	2634	NASB	0180020249000	20320	RPS MELISSA STOLLEY	0.00	282.00
9001	121638	10/14/19	2634	NASB	0180020221200	20320	RPS CECILIA WILKEN	0.00	282.00

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9001	121638	10/14/19	2634	NASB	0180020231000	20320	RPS JAY IRWIN	0.00	282.00
9001	121638	10/14/19	2634	NASB	0180020258000	20330	RPS JASON FINK	0.00	282.00
TOTAL CHECK									3,916.00
9001	121639	10/14/19	6415	NAVIGATOR MOTORCOAC	0180020271000	20340	RPS TRANSPORTATION	0.00	825.00
9001	121640	10/14/19	797	NCSA	0136020241000	20810	RHS 2019-20 MEM DUE	0.00	235.00
9001	121640	10/14/19	797	NCSA	0136020241000	20810	RPS/HS 2019-20RENEW	0.00	335.00
9001	121640	10/14/19	797	NCSA	0116920241000	20810	WILDEWOOD WW202004	0.00	200.00
TOTAL CHECK									770.00
9001	121641	10/14/19	5898	NE SAFETY CENTER @U	0180020271000	20340	RPS TRANSPORTATION	0.00	400.00
9001	121642	10/14/19	830	NEBRASKA AIR FILTER	0126020262000	20430	RPS MAINTENANCE RMS	0.00	445.68
9001	121642	10/14/19	830	NEBRASKA AIR FILTER	0116720262000	20430	RPS MAINTENANCE MOC	0.00	410.16
9001	121642	10/14/19	830	NEBRASKA AIR FILTER	0136020262000	20430	RPS MAINTENANCE RHS	0.00	351.84
9001	121642	10/14/19	830	NEBRASKA AIR FILTER	0116420262000	20430	RPS MAINTENANCE KW	0.00	220.32
TOTAL CHECK									1,428.00
9001	121643	10/14/19	6885	NEBRASKA FCCLA	0136020110000	20330	RHS JORDA ENGEL	0.00	15.00
9001	121644	10/14/19	4538	NEFF TOWING INC	0180020271200	20430	RPS TRANSPORTATION	0.00	300.00
9001	121645	10/14/19	3034	NSPA	0116320214100	20330	RPS SS/ JESSICA BOO	0.00	50.00
9001	121645	10/14/19	3034	NSPA	0116920214100	20330	RPS SS/ JESSICA BOO	0.00	50.00
TOTAL CHECK									100.00
9001	121646	10/14/19	4382	ODEYS INC	0136020262000	20430	RPS MAINTENANCE RHS	0.00	517.85
9001	121649	10/14/19	921	OFFICE DEPOT	0116720110000	20610	MOCKINGBIRD MB20201	0.00	482.72
9001	121649	10/14/19	921	OFFICE DEPOT	0180020232000	20610	RPS ADMIN/CO CO2020	0.00	790.98
9001	121649	10/14/19	921	OFFICE DEPOT	0126020110029	20610	RALSTONMIDDLEMS2020	0.00	297.36
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110000	20734	RALSTON HIGH HS2020	0.00	199.99
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110050	20610	RALSTON HIGH HS2020	0.00	342.48
9001	121649	10/14/19	921	OFFICE DEPOT	0126020222000	20610	RALSTONMIDDLEMS2020	0.00	50.61
9001	121649	10/14/19	921	OFFICE DEPOT	0136020340000	20610	RALSTON HIGH HS2020	0.00	50.96
9001	121649	10/14/19	921	OFFICE DEPOT	0116320110000	20610	BLUMFIELD BL202003	0.00	51.32
9001	121649	10/14/19	921	OFFICE DEPOT	0180020232000	20610	RPS ADMIN/CO CO2020	0.00	53.79
9001	121649	10/14/19	921	OFFICE DEPOT	0116420110000	20610	KARENWESTERN KW2020	0.00	54.44
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110000	20610	RALSTON HIGH HS2020	0.00	56.21
9001	121649	10/14/19	921	OFFICE DEPOT	0136020120000	20610	RPS STUDSER SS20201	0.00	70.33
9001	121649	10/14/19	921	OFFICE DEPOT	0180020232000	20610	RPS ADMIN/CO CO2020	0.00	61.31
9001	121649	10/14/19	921	OFFICE DEPOT	0126020110000	20610	RALSTONMIDDLEMS2020	0.00	61.34
9001	121649	10/14/19	921	OFFICE DEPOT	0116820110000	20610	SEYMOUR SE202005	0.00	83.47
9001	121649	10/14/19	921	OFFICE DEPOT	0116620110000	20610	MEADOWS MW202017	0.00	83.58
9001	121649	10/14/19	921	OFFICE DEPOT	0126020110000	20610	RALSTONMIDDLEMS2020	0.00	38.89
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110068	20610	RALSTON HIGH HS2020	0.00	46.79
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110000	20610	RALSTON HIGH HS2020	0.00	48.37
9001	121649	10/14/19	921	OFFICE DEPOT	0126020110000	20610	RALSTONMIDDLEMS2020	0.00	32.14
9001	121649	10/14/19	921	OFFICE DEPOT	0116320120000	20610	RPS STU/SERV SS2020	0.00	37.29
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110000	20610	RALSTON HIGH HS2020	0.00	30.29
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110000	20610	RALSTON HIGH HS2020	0.00	170.64

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9001	121649	10/14/19	921	OFFICE DEPOT	0116620110000	20610	KARENWESTERN KW2020	0.00	160.98
9001	121649	10/14/19	921	OFFICE DEPOT	0180020232000	20610	RPS ADMIN/CO CO2020	0.00	86.80
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110000	20610	RALSTON HIGH HS2020	0.00	99.09
9001	121649	10/14/19	921	OFFICE DEPOT	0116920110000	20610	WILDEWOOD WW202003	0.00	112.48
9001	121649	10/14/19	921	OFFICE DEPOT	0116420110000	20610	KARENWESTERN KW2020	0.00	110.99
9001	121649	10/14/19	921	OFFICE DEPOT	0126020110029	20610	RALSTONMIDDLEMS2020	0.00	-297.36
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110000	20610	RALSTON HIGH HS2020	0.00	3.99
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110000	20610	RALSTON HIGH HS2020	0.00	4.69
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110000	20610	RALSTON HIGH HS2020	0.00	5.39
9001	121649	10/14/19	921	OFFICE DEPOT	0126020110000	20610	RALSTONMIDDLEMS2020	0.00	5.85
9001	121649	10/14/19	921	OFFICE DEPOT	0116320110000	20610	BLUMFIELD BL1900107	0.00	21.36
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110068	20610	RALSTON HIGH HS2020	0.00	23.40
9001	121649	10/14/19	921	OFFICE DEPOT	0180020249000	20610	RPS STUDSER SS20201	0.00	25.56
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110000	20610	RALSTON HIGH HS2020	0.00	19.99
9001	121649	10/14/19	921	OFFICE DEPOT	0116920110000	20610	WILDEWOOD WW202003	0.00	20.89
9001	121649	10/14/19	921	OFFICE DEPOT	0126020110030	20610	RALSTONMIDDLEMS2020	0.00	21.24
9001	121649	10/14/19	921	OFFICE DEPOT	0126020110050	20610	RALSTONMIDDLEMS2020	0.00	11.99
9001	121649	10/14/19	921	OFFICE DEPOT	0116320212000	20610	RPS STU/SERV SS2020	0.00	12.73
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110000	20610	RALSTON HIGH HS2020	0.00	12.99
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110083	20610	RALSTON HIGH HS2020	0.00	13.80
9001	121649	10/14/19	921	OFFICE DEPOT	0136020110000	20610	RALSTON HIGH HS2020	0.00	14.98
TOTAL CHECK									3,687.13
9001	121650	10/14/19	7053	O'FLAHERTY SERVICES	0126020262000	20430	RPS MAINTENANCE RMS	0.00	220.00
9001	121650	10/14/19	7053	O'FLAHERTY SERVICES	0126020262000	20430	RPS MAINTENANCE RMS	0.00	293.84
TOTAL CHECK									513.84
9001	121651	10/14/19	910	O'KEEFE ELEVATOR CO	0116720262000	20430	RPS MAINTENANCE MOC	0.00	393.00
9001	121651	10/14/19	910	O'KEEFE ELEVATOR CO	0136020262000	20430	RPS MAINTENANCE RHS	0.00	818.98
9001	121651	10/14/19	910	O'KEEFE ELEVATOR CO	0136020262000	20430	RPS MAINTENANCE RHS	0.00	168.00
9001	121651	10/14/19	910	O'KEEFE ELEVATOR CO	0116720262000	20430	RPS MAINTENANCE MOC	0.00	202.72
9001	121651	10/14/19	910	O'KEEFE ELEVATOR CO	0116720262000	20730	RPS MAINTENANCE MOC	0.00	210.82
9001	121651	10/14/19	910	O'KEEFE ELEVATOR CO	0126020262000	20730	RPS MAINTENANCE RMS	0.00	214.98
TOTAL CHECK									2,008.50
9001	121652	10/14/19	2502	OLLIE THE TROLLEY	0180020271000	20340	RPS TRANSPORTATION	0.00	488.75
9001	121653	10/14/19	6758	OMAHA SOUTH	0126020110093	20610	RMSSHOWCHOIR MS2020	0.00	200.00
9001	121654	10/14/19	4438	OMAHA SYMPHONY	0126020353500	20610	RPS STUDENT SERVICE	0.00	150.00
9001	121655	10/14/19	940	OMAHA WINNELSON	0136020262000	20430	RPS MAINTENANCE RHS	0.00	127.46
9001	121655	10/14/19	940	OMAHA WINNELSON	0116720262000	20430	RPS MAINTENANCE MOC	0.00	127.46
TOTAL CHECK									254.92
9001	121656	10/14/19	2808	ONE SOURCE	0180020257000	20340	RPS HUMAN RESOURCES	0.00	429.00
9001	121657	10/14/19	1915	O'REILLY AUTOMOTIVE	0180020262000	20610	RPS MAINTENANCE VAM	0.00	33.13
9001	121657	10/14/19	1915	O'REILLY AUTOMOTIVE	0180020265000	20610	RPS TRANSPORTATION	0.00	45.48
9001	121657	10/14/19	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	56.98
9001	121657	10/14/19	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	-5.70
TOTAL CHECK									129.89

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9001	121658	10/14/19	954	P & A MANAGEMENT CO	0136020110000	20441	RPS LEASE 7547&7547	0.00	1,200.00
9001	121659	10/14/19	7055	PER MAR SECURITY SE	0136020262000	20430	RPS MAINTENANCE RHS	0.00	258.25
9001	121659	10/14/19	7055	PER MAR SECURITY SE	0116620262000	20430	RPS MAINTENANCE MEA	0.00	642.00
9001	121659	10/14/19	7055	PER MAR SECURITY SE	0116320262000	20430	RPS MAINTENANCE BLU	0.00	846.00
9001	121659	10/14/19	7055	PER MAR SECURITY SE	0180020262000	20430	RPS MAINTENANCE VMA	0.00	669.00
9001	121659	10/14/19	7055	PER MAR SECURITY SE	0116820262000	20430	RPS MAINTENANCE SEY	0.00	732.00
9001	121659	10/14/19	7055	PER MAR SECURITY SE	0116920262000	20430	RPS MAINTENANCE WIL	0.00	780.00
9001	121659	10/14/19	7055	PER MAR SECURITY SE	0126020262000	20430	RPS MAINTENANCE RMS	0.00	1,142.04
9001	121659	10/14/19	7055	PER MAR SECURITY SE	0116420262000	20430	RPS MAINTENANCE KW	0.00	1,191.96
9001	121659	10/14/19	7055	PER MAR SECURITY SE	0136020262000	20430	RPS MAINTENANCE RHS	0.00	1,731.96
9001	121659	10/14/19	7055	PER MAR SECURITY SE	0116620262000	20430	RPS MAINTENANCE MEA	0.00	77.00
TOTAL CHECK									8,070.21
9001	121660	10/14/19	6145	PITNEY BOWES	0180020253000	20442	RPS ADMIN/VMAC	0.00	306.82
9001	121660	10/14/19	6145	PITNEY BOWES	0180020253000	20442	RPS ADMIN AUG 2019L	0.00	1,225.84
TOTAL CHECK									1,532.66
9001	121661	10/14/19	6907	PIXEL PRESS TECHNOL	0126020222000	20642	RALSTONMIDDLEMS2020	0.00	160.00
9001	121662	10/14/19	2383	PRAIRIE MECHANICAL	0116720262000	20430	RPS MAINTENANCE MOC	0.00	642.50
9001	121662	10/14/19	2383	PRAIRIE MECHANICAL	0136020262000	20430	RPS MAINTENANCE RHS	0.00	630.00
TOTAL CHECK									1,272.50
9001	121663	10/14/19	6750	PRO-TUFF DECALS	0126020110000	20913	RALSTONMIDDLEMS2020	0.00	199.80
9001	121664	10/14/19	7159	SARAH MCCLURE	0126020110000	20330	RPS STU/SERV 3/25/1	0.00	90.00
9001	121665	10/14/19	6379	THE OMAHA WORLD-HER	0180020257000	20540	RPS HUMAN RESOURCES	0.00	1,120.31
9001	121666	10/14/19	7029	QUALITY PEST CONTRO	0136020261000	20340	RPS MAINTENANCE HS	0.00	89.00
9001	121666	10/14/19	7029	QUALITY PEST CONTRO	0116720261000	20340	RPS MAINTENANCE MOC	0.00	89.00
TOTAL CHECK									178.00
9001	121667	10/14/19	973	RALSTON AREA CHAMBE	0136020241000	20810	RALSTON HIGH HS2020	0.00	15.00
9001	121668	10/14/19	3366	RALSTON PUBLIC SCHO	0116420129100	20610	RPS SS/PS B&L AUG20	0.00	119.90
9001	121668	10/14/19	3366	RALSTON PUBLIC SCHO	0116820129100	20610	RPS SS/PS B&L AUG20	0.00	131.68
9001	121668	10/14/19	3366	RALSTON PUBLIC SCHO	0116620129100	20610	RPS SS/PS B&L AUG20	0.00	191.64
9001	121668	10/14/19	3366	RALSTON PUBLIC SCHO	0116720129100	20610	RPS SS/PS B&L AUG20	0.00	217.33
9001	121668	10/14/19	3366	RALSTON PUBLIC SCHO	0116320129100	20610	RPS SS/PS B&L AUG20	0.00	229.10
9001	121668	10/14/19	3366	RALSTON PUBLIC SCHO	0116920129100	20610	RPS SS/PS B&L AUG20	0.00	180.95
TOTAL CHECK									1,070.60
9001	121669	10/14/19	981	RALSTON RECORDER	0136020110000	20610	RALSTON HIGH HS2020	0.00	38.95
9001	121669	10/14/19	981	RALSTON RECORDER	0136020222000	20640	RHS 52WKS HS202115	0.00	38.95
TOTAL CHECK									77.90
9001	121670	10/14/19	995	REALLY GOOD STUFF,	0126020110030	20610	RALSTONMIDDLEMS2020	0.00	96.58
9001	121671	10/14/19	6978	REALLY GREAT READIN	0116420110001	20640	RPS CURRICUL CU2020	0.00	64.24

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9001	121671	10/14/19	6978	REALLY GREAT READIN	0116820110001	20640	RPS CURRICUL CU2020	0.00	83.51
9001	121671	10/14/19	6978	REALLY GREAT READIN	0116920110001	20640	RPS CURRICUL CU2020	0.00	102.79
9001	121671	10/14/19	6978	REALLY GREAT READIN	0116620110001	20640	RPS CURRICUL CU2020	0.00	122.06
9001	121671	10/14/19	6978	REALLY GREAT READIN	0116720110001	20640	RPS CURRICUL CU2020	0.00	134.90
9001	121671	10/14/19	6978	REALLY GREAT READIN	0116320110001	20640	RPS CURRICUL CU2020	0.00	134.90
TOTAL CHECK									642.40
9001	121672	10/14/19	3825	REW MATERIALS OMAHA	0126020261000	20340	RPS MAINTENANCE RMS	0.00	118.94
9001	121673	10/14/19	7147	RIVERSIDE INSIGHTS	0116420214100	20610	RPS STU/SERV SS2020	0.00	59.27
9001	121673	10/14/19	7147	RIVERSIDE INSIGHTS	0116820214100	20610	RPS STU/SERV SS2020	0.00	65.19
9001	121673	10/14/19	7147	RIVERSIDE INSIGHTS	0116920214100	20610	RPS STU/SERV SS2020	0.00	89.89
9001	121673	10/14/19	7147	RIVERSIDE INSIGHTS	0116620214100	20610	RPS STU/SERV SS2020	0.00	94.83
9001	121673	10/14/19	7147	RIVERSIDE INSIGHTS	0116720214100	20610	RPS STU/SERV SS2020	0.00	107.67
9001	121673	10/14/19	7147	RIVERSIDE INSIGHTS	0116320214100	20610	RPS STU/SERV SS2020	0.00	113.60
9001	121673	10/14/19	7147	RIVERSIDE INSIGHTS	0126020214100	20610	RPS STU/SERV SS2020	0.00	139.28
9001	121673	10/14/19	7147	RIVERSIDE INSIGHTS	0136020214100	20610	RPS STU/SERV SS2020	0.00	318.12
9001	121673 v	10/14/19	7147	RIVERSIDE INSIGHTS	0116420214100	20610	RPS STU/SERV SS2020	0.00	-59.27
9001	121673 v	10/14/19	7147	RIVERSIDE INSIGHTS	0116820214100	20610	RPS STU/SERV SS2020	0.00	-65.19
9001	121673 v	10/14/19	7147	RIVERSIDE INSIGHTS	0116920214100	20610	RPS STU/SERV SS2020	0.00	-89.89
9001	121673 v	10/14/19	7147	RIVERSIDE INSIGHTS	0116620214100	20610	RPS STU/SERV SS2020	0.00	-94.83
9001	121673 v	10/14/19	7147	RIVERSIDE INSIGHTS	0116720214100	20610	RPS STU/SERV SS2020	0.00	-107.67
9001	121673 v	10/14/19	7147	RIVERSIDE INSIGHTS	0116320214100	20610	RPS STU/SERV SS2020	0.00	-113.60
9001	121673 v	10/14/19	7147	RIVERSIDE INSIGHTS	0126020214100	20610	RPS STU/SERV SS2020	0.00	-139.28
9001	121673 v	10/14/19	7147	RIVERSIDE INSIGHTS	0136020214100	20610	RPS STU/SERV SS2020	0.00	-318.12
TOTAL CHECK									0.00
9001	121674	10/14/19	3545	ROCHESTER MIDLAND C	0116420262000	20430	RPS MAINTENANCE KW	0.00	125.00
9001	121674	10/14/19	3545	ROCHESTER MIDLAND C	0116720262000	20430	RPS MAINTENANCE MOC	0.00	125.00
9001	121674	10/14/19	3545	ROCHESTER MIDLAND C	0116820262000	20430	RPS MAINTENANCE SEY	0.00	125.00
9001	121674	10/14/19	3545	ROCHESTER MIDLAND C	0136020262000	20430	RPS MAINTENANCE RHS	0.00	125.00
9001	121674	10/14/19	3545	ROCHESTER MIDLAND C	0126020262000	20430	RPS MAINTENANCE RMS	0.00	125.00
TOTAL CHECK									625.00
9001	121675	10/14/19	6191	SAPP BROS., INC - O	0180020262000	20610	RPS MAINTENANCE VMA	0.00	474.39
9001	121676	10/14/19	4913	SCHMITT MUSIC	0116820110094	20610	RHS/SEYMOUR SE20200	0.00	83.96
9001	121677	10/14/19	1105	SCHOLASTIC INC	0116820110000	20640	SEYMOUR SE202009	0.00	132.83
9001	121677	10/14/19	1105	SCHOLASTIC INC	0116620110050	20610	MEADOWS MW202003	0.00	316.26
TOTAL CHECK									449.09
9001	121678	10/14/19	2309	SCHOOL NURSE SUPPLY	0116920213000	20610	WILDEWOOD Ww202006	0.00	76.00
9001	121679	10/14/19	1111	SCHOOL SPECIALTY	0116820110000	20610	SEYMOUR SE202001	0.00	254.07
9001	121679	10/14/19	1111	SCHOOL SPECIALTY	0116720129100	20610	RPS STU/SERV SS2020	0.00	233.26
9001	121679	10/14/19	1111	SCHOOL SPECIALTY	0126020110030	20610	RALSTONMIDDLEMS2020	0.00	162.39
9001	121679	10/14/19	1111	SCHOOL SPECIALTY	0116320222000	20610	RPS STU/SERV SS2020	0.00	123.01
9001	121679	10/14/19	1111	SCHOOL SPECIALTY	0116320129100	20610	RPS STU/SERV SS2020	0.00	8.77
TOTAL CHECK									781.50
9001	121680	10/14/19	7067	SHELL FLEET PLUS	0180020271000	20626	RPS TRANSPORTATION	0.00	183.98

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	121682	10/14/19	7157	SLJ - SCHOOL LIBRAR	0126020222000	20640	RMS.BEHOUNEKMS20206	0.00	89.00
9001	121684	10/14/19	5589	SPECTRUM PAINT	0136020262000	20430	RPS MAINTENANCE RHS	0.00	94.27
9001	121684	10/14/19	5589	SPECTRUM PAINT	0116620262000	20430	RPS MAINTENANCE MEA	0.00	76.39
9001	121684	10/14/19	5589	SPECTRUM PAINT	0136020262000	20430	RPS MAINTENANCE RHS	0.00	39.97
9001	121684	10/14/19	5589	SPECTRUM PAINT	0136020262000	20430	RPS MAINTENANCE RHS	0.00	39.97
9001	121684	10/14/19	5589	SPECTRUM PAINT	0136020262000	20430	RPS MAINTENANCE RHS	0.00	-39.97
TOTAL CHECK									
9001	121686	10/14/19	6009	STERLING COMPUTERS	0136020115000	20734	CHROMEBOOKS FOR TAN	0.00	2,704.70
9001	121687	10/14/19	7140	SUBURBAN NEWSPAPERS	0180020232000	20540	RPS BOE LEGAL	0.00	71.34
9001	121688	10/14/19	6147	SUN VALLEY LANDSCAP	0180020262000	20610	RPS MAINTENANCE VMA	0.00	44.00
9001	121688	10/14/19	6147	SUN VALLEY LANDSCAP	0126020262000	20610	RPS MAINTENANCE RMS	0.00	28.60
TOTAL CHECK									
9001	121689	10/14/19	2251	SUNDBERG AMERICA	0126020262000	20430	RPS MAINTENANCE RMS	0.00	8.63
9001	121690	10/14/19	3617	SUPERIOR LIGHTING I	0126020262000	20430	RPS MAINTENANCE RMS	0.00	309.33
9001	121690	10/14/19	3617	SUPERIOR LIGHTING I	0136020262000	20430	RPS MAINTENANCE RHS	0.00	1,116.91
9001	121690	10/14/19	3617	SUPERIOR LIGHTING I	0136020262000	20430	RPS MAINTENANCE RHS	0.00	768.34
TOTAL CHECK									
9001	121691	10/14/19	1138	TOTAL MARKETING, IN	0136020262000	20430	RPS MAINTENANCE RHS	0.00	240.00
9001	121692	10/14/19	1139	TRACTOR SUPPLY CO	0180020262000	20610	RPS MAINTENANCE VMA	0.00	109.98
9001	121692	10/14/19	1139	TRACTOR SUPPLY CO	0180020262000	20610	RPS MAINTENANCE VMA	0.00	69.99
9001	121692	10/14/19	1139	TRACTOR SUPPLY CO	0180020262000	20610	RPS MAINTENANCE VMA	0.00	8.28
TOTAL CHECK									
9001	121693	10/14/19	2051	TRANE	0116420262000	20430	RPS MAINTENANCE KW	0.00	66.74
9001	121693	10/14/19	2051	TRANE	0136020262000	20430	RPS MAINTENANCE RHS	0.00	105.17
9001	121693	10/14/19	2051	TRANE	0116420262000	20430	RPS MAINTENANCE KW	0.00	2,800.45
TOTAL CHECK									
9001	121694	10/14/19	6034	TRUCK CENTER COMPAN	0180020271000	20430	RPS TRANSPORTATION	0.00	1,495.41
9001	121694	10/14/19	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	792.82
9001	121694	10/14/19	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	850.89
9001	121694	10/14/19	6034	TRUCK CENTER COMPAN	0180020271000	20430	RPS TRANSPORTATION	0.00	635.14
9001	121694	10/14/19	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	189.31
TOTAL CHECK									
9001	121696	10/14/19	5771	UNITE PRIVATE NETWO	0180020258000	20382	RPS TECHNOLOGY DW	0.00	416.04
9001	121697	10/14/19	4060	UNIVERSITY OF NEBRA	0126020110093	20610	RMSSHOWCHOIRMS20207	0.00	250.00
9001	121698	10/14/19	4740	USI EDUCATION	0116320110000	20610	BLUMFIELD BL202016	0.00	258.80
9001	121699	10/14/19	1172	VAL LIMITED	0136020211000	20610	RPS STUDENT SERVICE	0.00	30.60
9001	121699	10/14/19	1172	VAL LIMITED	0116720211000	20610	RPS STUDENT SERVICE	0.00	10.35

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9001	121699	10/14/19	1172	VAL LIMITED	0116320211000	20610	RPS STUDENT SERVICE	0.00	10.92
9001	121699	10/14/19	1172	VAL LIMITED	0126020211000	20610	RPS STUDENT SERVICE	0.00	13.39
9001	121699	10/14/19	1172	VAL LIMITED	0116420211000	20610	RPS STUDENT SERVICE	0.00	5.70
9001	121699	10/14/19	1172	VAL LIMITED	0116820211000	20610	RPS STUDENT SERVICE	0.00	6.27
9001	121699	10/14/19	1172	VAL LIMITED	0116920211000	20610	RPS STUDENT SERVICE	0.00	8.65
9001	121699	10/14/19	1172	VAL LIMITED	0116620211000	20610	RPS STUDENT SERVICE	0.00	9.12
TOTAL CHECK								0.00	95.00
9001	121700	10/14/19	1257	VAUGHN ELECTRIC	0136020262000	20430	RPS MAINTENANCE RHS	0.00	2,125.42
9001	121701	10/14/19	4832	VERIZON WIRELESS	0180020271000	20530	RPS TRANSPORTATION	0.00	109.24
9001	121701	10/14/19	4832	VERIZON WIRELESS	0180020271200	20530	RPS TRANSPORTATION	0.00	491.58
TOTAL CHECK								0.00	600.82
9001	121702	10/14/19	6317	VISION SERVICE PLAN 01		9409	RPS DW OCTOBER 2019	0.00	3,123.34
9001	121703	10/14/19	3500	VOCATIONAL DEVELOPM	0136020120000	20569	RPS STUDENT SERVICE	0.00	1,880.33
9001	121704	10/14/19	1268	VOSS LIGHTING	0116720262000	20430	RPS MAINTENANCE MOC	0.00	269.90
9001	121704	10/14/19	1268	VOSS LIGHTING	0116420262000	20610	RPS MAINTENANCE KW	0.00	97.38
9001	121704	10/14/19	1268	VOSS LIGHTING	0116820262000	20610	RPS MAINTENANCE SEY	0.00	97.38
9001	121704	10/14/19	1268	VOSS LIGHTING	0116920262000	20610	RPS MAINTENANCE WIL	0.00	97.39
9001	121704	10/14/19	1268	VOSS LIGHTING	0126020262000	20610	RPS MAINTENANCE RMS	0.00	97.39
9001	121704	10/14/19	1268	VOSS LIGHTING	0136020262000	20610	RPS MAINTENANCE RHS	0.00	97.39
9001	121704	10/14/19	1268	VOSS LIGHTING	0116620262000	20610	RPS MAINTENANCE MEA	0.00	97.39
9001	121704	10/14/19	1268	VOSS LIGHTING	0116720262000	20610	RPS MAINTENANCE MOC	0.00	97.39
9001	121704	10/14/19	1268	VOSS LIGHTING	0116320262000	20610	RPS MAINTENANCE BLU	0.00	97.39
9001	121704	10/14/19	1268	VOSS LIGHTING	0116320262000	20430	RPS MAINTENANCE BLU	0.00	17.81
TOTAL CHECK								0.00	1,066.81
9001	121705	10/14/19	2406	WASTE MANAGEMENT OF	0180020261000	20629	RALSTON PUBLIC SCHO	0.00	64.78
9001	121705	10/14/19	2406	WASTE MANAGEMENT OF	0180020261000	20629	RALSTON PUBLIC SCHO	0.00	379.49
9001	121705	10/14/19	2406	WASTE MANAGEMENT OF	0180020261000	20629	RALSTON PUBLIC SCHO	0.00	132.50
9001	121705	10/14/19	2406	WASTE MANAGEMENT OF	0180020261000	20629	RALSTON PUBLIC SCHO	0.00	157.87
9001	121705	10/14/19	2406	WASTE MANAGEMENT OF	0180020261000	20629	RALSTON PUBLIC SCHO	0.00	501.56
9001	121705	10/14/19	2406	WASTE MANAGEMENT OF	0180020261000	20629	RALSTON PUBLIC SCHO	0.00	561.48
9001	121705	10/14/19	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MAINTENANCE VMA	0.00	626.15
9001	121705	10/14/19	2406	WASTE MANAGEMENT OF	0180020261000	20629	RALSTON PUBLIC SCHO	0.00	438.69
9001	121705	10/14/19	2406	WASTE MANAGEMENT OF	0180020261000	20629	RALSTON PUBLIC SCHO	0.00	232.92
9001	121705	10/14/19	2406	WASTE MANAGEMENT OF	0180020261000	20629	RALSTON PUBLIC SCHO	0.00	1,458.49
TOTAL CHECK								0.00	4,553.93
9001	121706	10/14/19	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MIDDLE SCHOOL	0.00	219.58
9001	121706	10/14/19	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS ADMIN CO/VMAC	0.00	749.72
9001	121706	10/14/19	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS HIGH SCHOOL	0.00	752.47
9001	121706	10/14/19	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS BLUMFIELD	0.00	60.62
9001	121706	10/14/19	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS KAREN WESTERN	0.00	60.62
9001	121706	10/14/19	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MOCKINGBIRD	0.00	60.62
9001	121706	10/14/19	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS SEYMOUR	0.00	60.62
9001	121706	10/14/19	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS WILDEWOOD	0.00	60.62
9001	121706	10/14/19	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MEADOWS	0.00	60.62
TOTAL CHECK								0.00	2,085.50

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
9001	121707	10/14/19	6719	WESTLAKE ACE HARDWA	0136020261000	20610	RPS MAINTENANCE RHS	0.00	23.97
9001	121707	10/14/19	6719	WESTLAKE ACE HARDWA	0180020262000	20730	RPS MAINTENANCE VMA	0.00	27.99
9001	121707	10/14/19	6719	WESTLAKE ACE HARDWA	0180020262000	20610	RPS MAINTENANCE VMA	0.00	19.98
9001	121707	10/14/19	6719	WESTLAKE ACE HARDWA	0136020262000	20610	RPS MAINTENANCE RHS	0.00	20.60
9001	121707	10/14/19	6719	WESTLAKE ACE HARDWA	0116920262000	20430	RPS MAINTENANCE WIL	0.00	9.59
9001	121707	10/14/19	6719	WESTLAKE ACE HARDWA	0180020261000	20610	RPS MAINTENANCE VMA	0.00	15.98
TOTAL CHECK									118.11
9001	121708	10/14/19	6491	WHAT'S BUGGIN' YA	0116320261000	20340	RPS MAINTENANCE BLU	0.00	35.00
9001	121708	10/14/19	6491	WHAT'S BUGGIN' YA	0116420261000	20340	RPS MAINTENANCE KW	0.00	35.00
9001	121708	10/14/19	6491	WHAT'S BUGGIN' YA	0116620261000	20340	RPS MAINTENANCE MEA	0.00	35.00
9001	121708	10/14/19	6491	WHAT'S BUGGIN' YA	0116720261000	20340	RPS MAINTENANCE MOC	0.00	35.00
9001	121708	10/14/19	6491	WHAT'S BUGGIN' YA	0116820261000	20340	RPS MAINTENANCE SEY	0.00	35.00
9001	121708	10/14/19	6491	WHAT'S BUGGIN' YA	0116920261000	20340	RPS MAINTENANCE WIL	0.00	35.00
9001	121708	10/14/19	6491	WHAT'S BUGGIN' YA	0126020261000	20340	RPS MAINTENANCE RMS	0.00	40.00
9001	121708	10/14/19	6491	WHAT'S BUGGIN' YA	0136020261000	20340	RPS MAINTENANCE RHS	0.00	40.00
9001	121708	10/14/19	6491	WHAT'S BUGGIN' YA	0180020261000	20340	RPS MAINTENANCE VMA	0.00	50.00
TOTAL CHECK									340.00
9001	121709	10/14/19	6908	WHITE SHUTTER MEDIA	0180020256000	20540	RPS PUBLIC RELATION	0.00	1,092.40
9001	121710	10/14/19	5026	ZIMCO SUPPLY COMPAN	0136020262000	20430	RPS MAINTENANCE RHS	0.00	190.00
9001	121710	10/14/19	5026	ZIMCO SUPPLY COMPAN	0136020262000	20430	RPS MAINTENANCE RHS	0.00	396.00
TOTAL CHECK									586.00
9001	121711	10/14/19	6866	ZTRIP NE	0180020271200	20510	RPS STUDENT SERVICE	0.00	5,500.41
9001	121713	10/14/19	7115	MELISSA D BRICKEL	0116320110000	20333	REIMBURSE7/8-8/6/19	0.00	12.07
9001	121714	10/14/19	6521	AMANDA N LOVELESS	0136020110000	20333	REIMBURSE7/22&23/19	0.00	26.45
9001	121716	10/14/19	4841	LAURA K. CARLOW	0136020241000	20333	REIMBURSE8/13-9/19/	0.00	66.94
9001	121717	10/14/19	6985	EUNISES CASILLAS	0180020340000	20330	REIMBURSE8/29-9/19/	0.00	24.15
9001	121718	10/14/19	5688	CECILIA JEAN WILKEN	0180020350001	20330	REIMBURSE9/4-6/19CO	0.00	203.58
9001	121719	10/14/19	7116	CHRISTINA L DIDIER	0116320640400	20333	REIMBURSE8/13-9/30/	0.00	40.78
9001	121720	10/14/19	6737	ANDA MICHELLE FAUBL	0116720110000	20251	REIMBURSED 3 HOURS	0.00	897.00
9001	121722	10/14/19	4411	JACALYN GROESSER	0126020110000	20251	REIMBURSED 3 HOURS	0.00	525.00
9001	121723	10/14/19	6926	RACHEL M JACOBSEN	0116720115000	20330	MOCKINGBIRD/ELL CPA	0.00	8.00
9001	121724	10/14/19	7017	MARISOL LEDESMA	0136020115000	20333	REIMBURSE7/29-9/18/	0.00	41.42
9001	121725	10/14/19	4695	LINDSAY KELLY	0116320110000	20333	REIMBURSE7/24-9/23/	0.00	17.97
9001	121725	10/14/19	4695	LINDSAY KELLY	0126020110000	20333	REIMBURSE7/24-9/23/	0.00	20.26
9001	121725	10/14/19	4695	LINDSAY KELLY	0116920110000	20333	REIMBURSE7/24-9/23/	0.00	13.65
9001	121725	10/14/19	4695	LINDSAY KELLY	0136020110000	20333	REIMBURSE7/24-9/23/	0.00	36.21

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
TOTAL CHECK								0.00	88.09
9001	121726	10/14/19	2535	MARIA WEAVER	0136020115000	20333	REIMBURSE8/28-9/23/	0.00	42.34
9001	121727	10/14/19	4286	MARK ADLER	0180020232000	20333	REIMBURSE3/12-9/27/	0.00	1,704.04
9001	121728	10/14/19	7160	REBECCA LYNN MAYNAR	0116720120000	20610	MOCKINGBIRD/SS TREA	0.00	142.99
9001	121729	10/14/19	5610	MELISSA STOLLEY	0180020249000	20333	REIMBURSE7/18-9/26/	0.00	349.58
9001	121733	10/14/19	6496	LAURA M PROCHASKA	0136020110000	20333	REIMBURSE8/23-9/24/	0.00	33.32
9001	121734	10/14/19	5864	REBECCA DUNN	0136020110000	20251	REIMBURSED 3 HOURS	0.00	897.00
9001	121735	10/14/19	6968	ELIZABETH R SCHOOLE	0126020213000	20333	REIMBURSE8/8-9/17/1	0.00	20.99
9001	121735	10/14/19	6968	ELIZABETH R SCHOOLE	0136020213000	20333	REIMBURSE8/8-9/17/1	0.00	47.95
9001	121735	10/14/19	6968	ELIZABETH R SCHOOLE	0116620213000	20333	REIMBURSE8/8-9/17/1	0.00	14.30
9001	121735	10/14/19	6968	ELIZABETH R SCHOOLE	0116720213000	20333	REIMBURSE8/8-9/17/1	0.00	16.23
9001	121735	10/14/19	6968	ELIZABETH R SCHOOLE	0116320213000	20333	REIMBURSE8/8-9/17/1	0.00	17.13
9001	121735	10/14/19	6968	ELIZABETH R SCHOOLE	0116820213000	20333	REIMBURSE8/8-9/17/1	0.00	9.83
9001	121735	10/14/19	6968	ELIZABETH R SCHOOLE	0116420213000	20333	REIMBURSE8/8-9/17/1	0.00	8.94
9001	121735	10/14/19	6968	ELIZABETH R SCHOOLE	0116920213000	20333	REIMBURSE8/8-9/17/1	0.00	13.55
TOTAL CHECK								0.00	148.92
9001	121738	10/14/19	6769	ASHLEY NICOLE TURNE	0136020110000	20333	REIMBURSE 8/23&29/1	0.00	9.74
9001	121740	10/14/19	6429	AE SUPPLY	0126020262000	20430	RPS MAINTENANCE RMS	0.00	65.00
9001	121740	10/14/19	6429	AE SUPPLY	0126020262000	20430	RPS MAINTENANCE RMS	0.00	1,592.00
TOTAL CHECK								0.00	1,657.00
9001	121741	10/14/19	4800	BELLEVUE BERRY FARM	0180020271000	20340	RPS/FT SEYMOUR KG	0.00	240.00
9001	121742	10/14/19	6650	BISHOP BUSINESS	0180020253000	20442	RALSTON PUBLIC RMS	0.00	88.80
9001	121743	10/14/19	3785	CCS PRESENTATION SY	0126020120000	20610	PROJECTOR FOR SPED/	0.00	501.74
9001	121743	10/14/19	3785	CCS PRESENTATION SY	0116620110000	20734	PROJECTOR FOR MEADO	0.00	502.01
TOTAL CHECK								0.00	1,003.75
9001	121744	10/14/19	7000	CINTAS CORPORATION	0126020261000	20610	RPS MAINTENANCE RMS	0.00	131.88
9001	121744	10/14/19	7000	CINTAS CORPORATION	0116920261000	20610	RPS MAINTENANCE WIL	0.00	85.58
TOTAL CHECK								0.00	217.46
9001	121745	10/14/19	3132	CITY OF RALSTON	0136020266000	20340	RPS HIGH SCHOOL	0.00	2,655.62
9001	121745	10/14/19	3132	CITY OF RALSTON	0126020266000	20340	RPS MIDDLE SCHOOL	0.00	1,162.86
9001	121745	10/14/19	3132	CITY OF RALSTON	0116620266000	20340	RPS MEADOWS	0.00	791.74
9001	121745	10/14/19	3132	CITY OF RALSTON	0116720266000	20340	RPS MOCKINGBIRD	0.00	898.95
9001	121745	10/14/19	3132	CITY OF RALSTON	0116320266000	20340	RPS BLUMFIELD	0.00	948.44
9001	121745	10/14/19	3132	CITY OF RALSTON	0116820266000	20340	RPS SEYMOUR	0.00	544.32
9001	121745	10/14/19	3132	CITY OF RALSTON	0116920266000	20340	RPS WILDEWOOD	0.00	750.50
9001	121745	10/14/19	3132	CITY OF RALSTON	0116420266000	20340	RPS KAREN WESTERN	0.00	494.84
TOTAL CHECK								0.00	8,247.27

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
9001	121746	10/14/19	6154	CENTERPOINT ENERGY	0116820261000	20621	RPS SEYMOUR	0.00	528.83
9001	121746	10/14/19	6154	CENTERPOINT ENERGY	0136020261000	20621	RPS HIGH SCHOOL	0.00	1,080.40
9001	121746	10/14/19	6154	CENTERPOINT ENERGY	0116920261000	20621	RPS WILDEWOOD	0.00	133.79
9001	121746	10/14/19	6154	CENTERPOINT ENERGY	0126020261000	20621	RPS MIDDLE SCHOOL	0.00	157.90
TOTAL CHECK									1,900.92
9001	121747	10/14/19	4037	COX BUSINESS SERVIC	0180020258000	20382	RPS DW OCTOBER 2019	0.00	2,671.66
9001	121747	10/14/19	4037	COX BUSINESS SERVIC	0180020258000	20382	RPS DW OCTOBER 2019	0.00	8,499.71
TOTAL CHECK									11,171.37
9001	121748	10/14/19	3128	DIGITAL DOT SYSTEMS	0126020110000	20734	RPS TECHNOLOGY RMS	0.00	124.00
9001	121748	10/14/19	3128	DIGITAL DOT SYSTEMS	0126020110000	20734	RPS TECHNOLOGY RMS	0.00	564.00
TOTAL CHECK									688.00
9001	121749	10/14/19	4691	THE COLLEGE BOARD	0136020110000	20330	RALSTON HIGH HS2021	0.00	400.00
9001	121750	10/14/19	6498	EDGENUITY INC.	0136020120000	20610	RPS STUDENT SERVICE	0.00	15,000.00
9001	121751	10/14/19	174	ELECTRONIC CONTRACT	0136020262000	20430	RPS MAINTENANCE RHS	0.00	195.00
9001	121753	10/14/19	272	FOLLETT SCHOOL SOLU	0126020222000	20640	RALSTONMIDDLEMS2020	0.00	328.97
9001	121753	10/14/19	272	FOLLETT SCHOOL SOLU	0116720222000	20640	MOCKINGBIRD MB20201	0.00	15.36
TOTAL CHECK									344.33
9001	121754	10/14/19	347	GOPHER SPORT	0126020110068	20610	RALSTONMIDDLEMS2020	0.00	267.93
9001	121755	10/14/19	5051	GRAINGER	0136020110080	20610	RALSTON HIGH HS2021	0.00	89.92
9001	121756	10/14/19	367	GRAYBAR	0136020262000	20430	RPS MAINTENANCE RHS	0.00	24.45
9001	121756	10/14/19	367	GRAYBAR	0126020262000	20430	RPS MAINTENANCE RMS	0.00	4.40
TOTAL CHECK									28.85
9001	121757	10/14/19	459	HONEYMAN RENT-ALL	0136020262000	20430	RPS MAINTENANCE RHS	0.00	91.56
9001	121758	10/14/19	5037	JUNIOR LIBRARY GUIL	0116620222000	20640	MEADOWS MW202020	0.00	659.40
9001	121760	10/14/19	6993	LANGUAGE LINE SERVI	0116420120000	20320	RPS STUDENT SERVICE	0.00	953.34
9001	121760	10/14/19	6993	LANGUAGE LINE SERVI	0116320129200	20320	RPS STUDENT SERVICE	0.00	1,055.02
9001	121760	10/14/19	6993	LANGUAGE LINE SERVI	0136020120000	20320	RPS STUDENT SERVICE	0.00	1,501.86
9001	121760	10/14/19	6993	LANGUAGE LINE SERVI	0116720129200	20320	RPS STUDENT SERVICE	0.00	409.86
TOTAL CHECK									3,920.08
9001	121761	10/14/19	2739	LEARNING A-Z	0116320115000	20650	RPS STU/SERV SS2020	0.00	109.95
9001	121764	10/14/19	4884	MATHESON TRI-GAS, I	0180020262000	20610	RPS MAINTENANCE VMA	0.00	53.09
9001	121765	10/14/19	5926	MENARDS	0126020262000	20430	RPS MAINTENANCE RMS	0.00	31.85
9001	121765	10/14/19	5926	MENARDS	0116820262000	20430	RPS MAINTENACE SEY	0.00	32.26
9001	121765	10/14/19	5926	MENARDS	0126020262000	20430	RPS MAINTENANCE RMS	0.00	33.69
9001	121765	10/14/19	5926	MENARDS	0116820262000	20430	RPS MAINTENANCE SEY	0.00	9.76
9001	121765	10/14/19	5926	MENARDS	0180020262000	20610	RPS MAINTENANCE VMA	0.00	155.98
TOTAL CHECK									263.54

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
9001	121766	10/14/19	7158	MILESTONES DISABILI	0136020120000	20569	RPS STUDENT SERVICE	0.00	2,741.89
9001	121767	10/14/19	5892	MINNESOTA CLAY CO.	0126020110090	20610	RALSTONMIDDLEMS2020	0.00	591.06
9001	121767	10/14/19	5892	MINNESOTA CLAY CO.	0136020110090	20610	RALSTON HIGH HS2021	0.00	1,445.09
TOTAL CHECK									2,036.15
9001	121768	10/14/19	7161	NEBRASKA DYSLEXIA A	0116320620000	20330	RPS CUR/MARG. KNIGH	0.00	45.00
9001	121769	10/14/19	921	OFFICE DEPOT	0136020120000	20610	RPS STU/SER SS20203	0.00	45.59
9001	121769	10/14/19	921	OFFICE DEPOT	0180020232000	20610	RPS ADMIN/CO CO2020	0.00	69.90
9001	121769	10/14/19	921	OFFICE DEPOT	0116320222000	20610	BLUMFIELD BL202017	0.00	20.07
9001	121769	10/14/19	921	OFFICE DEPOT	0116320110000	20610	BLUMFIELD BL202017	0.00	26.19
9001	121769	10/14/19	921	OFFICE DEPOT	0126020110000	20610	RALSTONMIDDLEMS2020	0.00	82.23
9001	121769	10/14/19	921	OFFICE DEPOT	0116320110000	20610	BLUMFIELD BL202017	0.00	13.77
9001	121769	10/14/19	921	OFFICE DEPOT	0116720110000	20610	MOCKINGBIRD MB20201	0.00	16.69
9001	121769	10/14/19	921	OFFICE DEPOT	0116820110000	20610	SEYMOUR SE202007	0.00	159.91
9001	121769	10/14/19	921	OFFICE DEPOT	0136020110000	20610	RALSTON HIGH HS2021	0.00	174.58
TOTAL CHECK									608.93
9001	121770	10/14/19	936	OMAHA PUBLIC POWER	0180020261000	20622	RPS ADMIN/CO/VMAC	0.00	2,776.79
9001	121770	10/14/19	936	OMAHA PUBLIC POWER	0116820261000	20622	RPS SEYMOUR	0.00	4,623.84
9001	121770	10/14/19	936	OMAHA PUBLIC POWER	0116420261000	20622	RPS KAREN WESTERN	0.00	5,049.48
9001	121770	10/14/19	936	OMAHA PUBLIC POWER	0116920261000	20622	RPS WILDEWOOD	0.00	5,298.16
9001	121770	10/14/19	936	OMAHA PUBLIC POWER	0116620261000	20622	RPS MEADOWS	0.00	5,372.17
9001	121770	10/14/19	936	OMAHA PUBLIC POWER	0116720261000	20622	RPS MOCKINGBIRD	0.00	6,147.92
9001	121770	10/14/19	936	OMAHA PUBLIC POWER	0116320261000	20622	RPS BLUMFIELD	0.00	8,148.04
9001	121770	10/14/19	936	OMAHA PUBLIC POWER	0126020261000	20622	RPS MIDDLE SCHOOL	0.00	17,028.72
9001	121770	10/14/19	936	OMAHA PUBLIC POWER	0136020261000	20622	RPS HIGH SCHOOL	0.00	33,952.71
TOTAL CHECK									88,397.83
9001	121771	10/14/19	430	OMAHA'S HENRY DOORL	0180020271000	20340	RPS FT/JODIE PHILIP	0.00	252.00
9001	121772	10/14/19	1915	O'REILLY AUTOMOTIVE	0180020262000	20430	RPS MAINTENANCE VMA	0.00	122.86
9001	121772	10/14/19	1915	O'REILLY AUTOMOTIVE	0180020262000	20430	RPS MAINTENANCE VMA	0.00	19.98
9001	121772	10/14/19	1915	O'REILLY AUTOMOTIVE	0180020271000	20430	RPS TRANSPORTATION	0.00	23.97
9001	121772	10/14/19	1915	O'REILLY AUTOMOTIVE	0180020262000	20430	RPS MAINTENANCE VMA	0.00	77.99
9001	121772	10/14/19	1915	O'REILLY AUTOMOTIVE	0180020262000	20430	RPS MAINTENANCE VMA	0.00	33.13
TOTAL CHECK									277.93
9001	121773	10/14/19	3989	PRIME COMMUNICATION	0116720110000	20734	RPS TECHNOLOGY MOCK	0.00	1,437.49
9001	121775	10/14/19	6379	THE OMAHA WORLD-HER	0180020257000	20540	RPS HUMAN RESOURCES	0.00	47.33
9001	121776	10/14/19	973	RALSTON AREA CHAMBE	0136020110000	20330	RPS ELL JOSH WILKEN	0.00	15.00
9001	121777	10/14/19	3366	RALSTON PUBLIC SCHO	0116420129100	20610	RPS SS/PS B&LSEPT20	0.00	144.18
9001	121777	10/14/19	3366	RALSTON PUBLIC SCHO	0116820129100	20610	RPS SS/PS B&LSEPT20	0.00	158.34
9001	121777	10/14/19	3366	RALSTON PUBLIC SCHO	0116920129100	20610	RPS SS/PS B&LSEPT20	0.00	217.57
9001	121777	10/14/19	3366	RALSTON PUBLIC SCHO	0116620129100	20610	RPS SS/PS B&LSEPT20	0.00	230.44
9001	121777	10/14/19	3366	RALSTON PUBLIC SCHO	0116720129100	20610	RPS SS/PS B&LSEPT20	0.00	261.33
9001	121777	10/14/19	3366	RALSTON PUBLIC SCHO	0116320129100	20610	RPS SS/PS B&LSEPT20	0.00	275.49

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
TOTAL CHECK								0.00	1,287.35
9001	121778	10/14/19	7147	RIVERSIDE INSIGHTS	0116420214100	20610	RPS STU/SERV SS2020	0.00	59.27
9001	121778	10/14/19	7147	RIVERSIDE INSIGHTS	0116820214100	20610	RPS STU/SERV SS2020	0.00	65.19
9001	121778	10/14/19	7147	RIVERSIDE INSIGHTS	0116920214100	20610	RPS STU/SERV SS2020	0.00	89.89
9001	121778	10/14/19	7147	RIVERSIDE INSIGHTS	0116620214100	20610	RPS STU/SERV SS2020	0.00	94.83
9001	121778	10/14/19	7147	RIVERSIDE INSIGHTS	0116720214100	20610	RPS STU/SERV SS2020	0.00	107.67
9001	121778	10/14/19	7147	RIVERSIDE INSIGHTS	0116320214100	20610	RPS STU/SERV SS2020	0.00	113.61
9001	121778	10/14/19	7147	RIVERSIDE INSIGHTS	0126020214100	20610	RPS STU/SERV SS2020	0.00	139.28
9001	121778	10/14/19	7147	RIVERSIDE INSIGHTS	0136020214100	20610	RPS STU/SERV SS2020	0.00	318.12
TOTAL CHECK								0.00	987.86
9001	121779	10/14/19	5204	SAFELITE AUTO GLASS	0180020271000	20430	RPS TRANSPORTATION	0.00	569.99
9001	121780	10/14/19	4913	SCHMITT MUSIC	0116620110094	20610	MEADOWS MW202019	0.00	83.96
9001	121780	10/14/19	4913	SCHMITT MUSIC	0136020110094	20610	RALSTON HIGH HS2020	0.00	25.00
9001	121780	10/14/19	4913	SCHMITT MUSIC	0136020110094	20340	RALSTON HIGH CREDIT	0.00	-13.50
TOTAL CHECK								0.00	95.46
9001	121781	10/14/19	1111	SCHOOL SPECIALTY	0126020110040	20610	RALSTONMIDDLEMS2020	0.00	443.27
9001	121782	10/14/19	6573	SHAPE NEBRASKA	0116720110000	20330	RPS/MB M.OBERSCHULT	0.00	110.00
9001	121784	10/14/19	5589	SPECTRUM PAINT	0136020262000	20430	RPS MAINTENANCE RHS	0.00	42.97
9001	121784	10/14/19	5589	SPECTRUM PAINT	0126020262000	20430	RPS MAINTENANCE RMS	0.00	44.48
TOTAL CHECK								0.00	87.45
9001	121785	10/14/19	7140	SUBURBAN NEWSPAPERS	0180020232000	20540	RPS LEGALS 9/2-29/1	0.00	267.37
9001	121786	10/14/19	4794	TEACHING STRATEGIES	0116420129100	20610	RPS STU/SERV SS2020	0.00	347.98
9001	121786	10/14/19	4794	TEACHING STRATEGIES	0116820129100	20610	RPS STU/SERV SS2020	0.00	382.16
9001	121786	10/14/19	4794	TEACHING STRATEGIES	0116920129100	20610	RPS STU/SERV SS2020	0.00	525.10
9001	121786	10/14/19	4794	TEACHING STRATEGIES	0116620129100	20610	RPS STU/SERV SS2020	0.00	556.15
9001	121786	10/14/19	4794	TEACHING STRATEGIES	0116720129100	20610	RPS STU/SERV SS2020	0.00	630.72
9001	121786	10/14/19	4794	TEACHING STRATEGIES	0116320129100	20610	RPS STU/SERV SS2020	0.00	664.89
TOTAL CHECK								0.00	3,107.00
9001	121788	10/14/19	6821	LINDSEY USSERY	0136020110093	20610	RALSTON HIGH HS2021	0.00	1,300.00
9001	121789	10/14/19	1172	VAL LIMITED	0136020340000	20610	RALSTON HIGH HS2021	0.00	85.50
9001	121790	10/14/19	7163	VANWALL EQUIPMENT	0180020262000	20430	RPS MAINTENANCE VMA	0.00	17.73
9001	121791	10/14/19	3500	VOCATIONAL DEVELOPM	0136020120000	20569	RPS STUDENT SERVICE	0.00	2,154.83
9001	121792	10/14/19	1268	VOSS LIGHTING	0116820262000	20430	RPS MAINTENANCE SEY	0.00	136.80
9001	121792	10/14/19	1268	VOSS LIGHTING	0116720262000	20430	RPS MAINTENANCE MOC	0.00	136.80
TOTAL CHECK								0.00	273.60
9001	121793	10/14/19	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS ADMIN/CO/VMAC	0.00	335.21
9001	121794	10/14/19	1287	WESTERN PSYCHOLOGIC	0116420214100	20610	RPS STU/SERV SS2020	0.00	77.56

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FUND - 01 - GENERAL FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	121794	10/14/19	1287	WESTERN PSYCHOLOGIC	0116820214100	20610	RPS STU/SERV SS2020	0.00	85.30
9001	121794	10/14/19	1287	WESTERN PSYCHOLOGIC	0116920214100	20610	RPS STU/SERV SS2020	0.00	117.62
9001	121794	10/14/19	1287	WESTERN PSYCHOLOGIC	0116620214100	20610	RPS STU/SERV SS2020	0.00	124.08
9001	121794	10/14/19	1287	WESTERN PSYCHOLOGIC	0116720214100	20610	RPS STU/SERV SS20203	0.00	140.88
9001	121794	10/14/19	1287	WESTERN PSYCHOLOGIC	0116320214100	20610	RPS STU/SERV SS2020	0.00	148.63
9001	121794	10/14/19	1287	WESTERN PSYCHOLOGIC	0126020214100	20610	RPS STU/SERV SS2020	0.00	182.24
9001	121794	10/14/19	1287	WESTERN PSYCHOLOGIC	0136020214100	20610	RPS STU/SERV SS2020	0.00	416.19
TOTAL CHECK									1,292.50
9001	121795	10/14/19	6866	ZTRIP NE	0180020271200	20510	RPS STUDENT SERVICE	0.00	6,669.90
9001	121796	10/14/19	6803	ANDREW J BERTHOLD	0136020110000	20330	RHS ASE CERTIFICATIO	0.00	79.00
9001	121797	10/14/19	316	JODY L. BLESSEN	0116820110000	20610	SEYMOUR HV/B,MASP,F	0.00	81.72
9001	121798	10/14/19	3389	KATHERINE RUPE	0136020214100	20333	REIMBURSE NSPA CONF	0.00	116.00
9001	121798	10/14/19	3389	KATHERINE RUPE	0136020641000	20333	REIMBURSE8/15-10/7/	0.00	10.80
TOTAL CHECK									126.80
9001	121799	10/14/19	3651	JILL KLICH	0116920110000	20251	REIMBURSED 3 HOURS	0.00	897.00
9001	121800	10/14/19	3765	MELANIE HERGENRADER	0126020214100	20333	REIMBURSED NSPA CON	0.00	59.16
9001	121801	10/14/19	7048	MEGAN N NORTON	0116720214100	20333	REIMBURSED NSPA CON	0.00	30.74
9001	121801	10/14/19	7048	MEGAN N NORTON	0116820214100	20333	REIMBURSED NSPA CON	0.00	30.74
TOTAL CHECK									61.48
9001	121802	10/14/19	6769	ASHLEY NICOLE TURNE	0136020110000	20333	REIMBURSED9/3-30/20	0.00	49.98
9001	121803	10/14/19	6520	ERICA G ZIEMER	0126020110000	20333	REIMBURSE10/4-7/19C	0.00	119.48
9001	121804	10/14/19	2728	ARROW STAGE LINES	0180020271000	20340	RPS TRANSPORTATION	0.00	545.00
9001	121805	10/14/19	5926	MENARDS	0116920262000	20430	RPS MAINTENANCE WW	0.00	89.95
9001	121806	10/14/19	3825	REW MATERIALS OMAHA	0126020262000	20430	RPS MAITNENANCE RMS	0.00	158.59
TOTAL CASH ACCOUNT									474,316.13
TOTAL FUND									474,316.13

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FUND - 06 - FOOD SERVICE

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
9001	121574	10/14/19	7148	MELISSA ADLER	0636020310000	20610	REIMBURSED BALANCE	0.00	56.00
9001	121595	10/14/19	6120	HEARTLAND SCHOOL SO	0616320310000	20340	RPS FOOD SERVICES	0.00	342.50
9001	121595	10/14/19	6120	HEARTLAND SCHOOL SO	0616420310000	20340	RPS FOOD SERVICES	0.00	342.50
9001	121595	10/14/19	6120	HEARTLAND SCHOOL SO	0616620310000	20340	RPS FOOD SERVICES	0.00	342.50
9001	121595	10/14/19	6120	HEARTLAND SCHOOL SO	0616720310000	20340	RPS FOOD SERVICES	0.00	342.50
9001	121595	10/14/19	6120	HEARTLAND SCHOOL SO	0616820310000	20340	RPS FOOD SERVICES	0.00	342.50
9001	121595	10/14/19	6120	HEARTLAND SCHOOL SO	0616920310000	20340	RPS FOOD SERVICES	0.00	342.50
9001	121595	10/14/19	6120	HEARTLAND SCHOOL SO	0626020310000	20340	RPS FOOD SERVICES	0.00	342.50
9001	121595	10/14/19	6120	HEARTLAND SCHOOL SO	0636020310000	20340	RPS FOOD SERVICES	0.00	342.50
9001	121595	10/14/19	6120	HEARTLAND SCHOOL SO	0680020310000	20340	RPS FOOD SERVICES	0.00	309.00
TOTAL CHECK									3,049.00
9001	121681	10/14/19	1365	SIGNIT	0626020310000	20610	RPS FOOD SERVICES	0.00	36.00
9001	121681	10/14/19	1365	SIGNIT	0636020310000	20610	RPS FOOD SERVICES	0.00	36.00
9001	121681	10/14/19	1365	SIGNIT	0616320310000	20610	RPS FOOD SERVICES	0.00	18.00
9001	121681	10/14/19	1365	SIGNIT	0616420310000	20610	RPS FOOD SERVICES	0.00	18.00
9001	121681	10/14/19	1365	SIGNIT	0616620310000	20610	RPS FOOD SERVICES	0.00	18.00
9001	121681	10/14/19	1365	SIGNIT	0616720310000	20610	RPS FOOD SERVICES	0.00	18.00
9001	121681	10/14/19	1365	SIGNIT	0616820310000	20610	RPS FOOD SERVICES	0.00	18.00
9001	121681	10/14/19	1365	SIGNIT	0616920310000	20610	RPS FOOD SERVICES	0.00	18.00
TOTAL CHECK									180.00
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0616420310000	20340	RPS FOODSERVICE KW	0.00	8,758.40
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0616820310000	20340	RPS FOODSERVICE SEY	0.00	9,634.24
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0616920310000	20340	RPS FOODSERVICE WIL	0.00	13,283.57
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0616620310000	20340	RPS FOODSERVICE MEA	0.00	14,013.44
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0616720310000	20340	RPS FOODSERVICE MOC	0.00	15,911.09
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0616320310000	20340	RPS FOODSERVICE BLU	0.00	16,786.93
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0626020310000	20340	RPS FOODSERVICE RMS	0.00	20,582.24
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0636020310000	20340	RPS FOODSERVICE RHS	0.00	47,003.42
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0636020310000	20340	RPS FOODSERVICE RHS	0.00	-2,574.87
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0626020310000	20340	RPS FOODSERVICE RMS	0.00	-1,127.51
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0616320310000	20340	RPS FOODSERVICE BLU	0.00	-919.60
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0616720310000	20340	RPS FOODSERVICE MOC	0.00	-871.62
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0616620310000	20340	RPS FOODSERVICE MEA	0.00	-767.66
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0616920310000	20340	RPS FOODSERVICE WIL	0.00	-727.68
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0616820310000	20340	RPS FOODSERVICE SEY	0.00	-527.77
9001	121683	10/14/19	5077	SODEXO, INC & AFFIL	0616420310000	20340	RPS FOODSERVICE KW	0.00	-479.79
TOTAL CHECK									137,976.83
9001	121685	10/14/19	7150	STACIE THOMSEN	0616320310000	20610	REIMBURSED BALANCE	0.00	5.30
9001	121695	10/14/19	5856	KOBI YOUNG	0636020310000	20610	REIMBURSED BALANCE	0.00	13.20
9001	121701	10/14/19	4832	VERIZON WIRELESS	0680020310000	20530	RPS FOOD SERVICES 2	0.00	108.37
9001	121721	10/14/19	2954	GAIL COTE	0680020310000	20333	REIMBURSE6/3-9/27/1	0.00	163.07
9001	121736	10/14/19	6667	PEGGY SMITH	0680020310000	20333	REIMBURSE8/5-9/27/1	0.00	40.36
9001	121783	10/14/19	5077	SODEXO, INC & AFFIL	0616420310000	20340	RPS KAREN WESTERN	0.00	7,740.26

EFINANCE - POWERSCHOOL
 DATE: 10/10/2019
 TIME: 11:19:08

RALSTON PUBLIC SCHOOLS
 CHECK REGISTER - BY FUND

SELECTION CRITERIA: transact.ck_date='20191014 00:00:00.000'
 ACCOUNTING PERIOD: 2/20

FUND - 06 - FOOD SERVICE

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	-----DESCRIPTION-----	SALES TAX	AMOUNT
9001	121783	10/14/19	5077	SODEXO, INC & AFFIL	0616820310000	20340	RPS SEYMOUR	0.00	8,514.30
9001	121783	10/14/19	5077	SODEXO, INC & AFFIL	0616920310000	20340	RPS WILDEWOOD	0.00	11,739.40
9001	121783	10/14/19	5077	SODEXO, INC & AFFIL	0616620310000	20340	RPS MEADOWS	0.00	12,384.42
9001	121783	10/14/19	5077	SODEXO, INC & AFFIL	0616720310000	20340	RPS MOCKINGBIRD	0.00	14,061.48
9001	121783	10/14/19	5077	SODEXO, INC & AFFIL	0616320310000	20340	RPS BLUMFIELD	0.00	14,835.51
9001	121783	10/14/19	5077	SODEXO, INC & AFFIL	0626020310000	20340	RPS MIDDLE SCHOOL	0.00	18,189.62
9001	121783	10/14/19	5077	SODEXO, INC & AFFIL	0636020310000	20340	RPS HIGH SCHOOL	0.00	41,539.42
TOTAL CHECK								0.00	129,004.41
TOTAL CASH ACCOUNT								0.00	270,596.54
TOTAL FUND								0.00	270,596.54

EFINANCE - POWERSCHOOL
 DATE: 10/10/2019
 TIME: 11:19:08

RALSTON PUBLIC SCHOOLS
 CHECK REGISTER - BY FUND

SELECTION CRITERIA: transact.ck_date='20191014 00:00:00.000'
 ACCOUNTING PERIOD: 2/20

FUND - 08 - SPECIAL BUILDING

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	121544	10/14/19	6959	BCDM ARCHITECTS	0880020262000	20450	RPS MAINTENANCE RHS	0.00	870.00
9001	121575	10/14/19	5217	ELKHORN WEST CONTST	0880020262000	20450	RPS MAINTENANCE RHS	0.00	232,193.25
9001	121622	10/14/19	6355	MOORE SERVICES, INC	0880020262000	20450	RPS MAINTENANCE MW&	0.00	30,365.00
9001	121739	10/14/19	6959	BCDM ARCHITECTS	0880020262000	20450	RPS MAINTENANCE RHS	0.00	290.00
9001	121762	10/14/19	6355	MOORE SERVICES, INC	0880020262000	20450	RPS MAINTENANCE MEA	0.00	157.50
TOTAL CASH ACCOUNT								0.00	263,875.75
TOTAL FUND								0.00	263,875.75

EFINANCE - POWERSCHOOL
DATE: 10/10/2019
TIME: 11:19:08

RALSTON PUBLIC SCHOOLS
CHECK REGISTER - BY FUND

SELECTION CRITERIA: transact.ck_date='20191014 00:00:00.000'
ACCOUNTING PERIOD: 2/20

FUND - 09 - QCPUF

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	121787	10/14/19	4154	US BANK	0980020262000	20450	RALSTONPUBLICSCHOOL	0.00	750.00
TOTAL CASH ACCOUNT								0.00	750.00
TOTAL FUND								0.00	750.00

EFINANCE - POWERSCHOOL
 DATE: 10/10/2019
 TIME: 11:19:08

RALSTON PUBLIC SCHOOLS
 CHECK REGISTER - BY FUND

SELECTION CRITERIA: transact,ck_date='20191014 00:00:00.000'
 ACCOUNTING PERIOD: 2/20

FUND - 10 - COOPERATIVE FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	121557	10/14/19	6149	BOYS TOWN NAT'L RSC	1080020215100	20320	RPS SUBURBAN SCHOOL	0.00	118.45
9001	121613	10/14/19	7131	JUST FOR KIDS, INC.	1080020215100	20320	RPS SUBURBAN SCHOOL	0.00	48.00
9001	121668	10/14/19	3366	RALSTON PUBLIC SCHO	1080020215100	20610	RPS KW/HI AUGUST 20	0.00	35.05
9001	121712	10/14/19	4420	AMANDA ELGERT	1080020215100	20333	REIMBURSE8/22-9/19/	0.00	1,118.82
9001	121715	10/14/19	5903	CARLA R. GEERDES	1080020215100	20333	REIMBURSE8/21-30/20	0.00	13.63
9001	121730	10/14/19	3295	DIANE MEYER	1080020215100	20333	REIMBURSE8/22-9/20/	0.00	111.24
9001	121731	10/14/19	6350	KIMBERLEE M MILLER	1080020215100	20333	REIMBURSE8/20-9/17/	0.00	1,336.61
9001	121732	10/14/19	6965	KELSY NEIL	1080020215100	20333	REIMBURSE8/12-9/19/	0.00	858.75
9001	121737	10/14/19	5094	TIARRA MCGOWAN	1080020215100	20333	REIMBURSE8/21-9/19/	0.00	484.88
9001	121752	10/14/19	5993	ESU #3/METRO REGION	1080020215100	20330	RPS SUBURBAN/MILLER	0.00	25.00
9001	121759	10/14/19	7131	JUST FOR KIDS, INC.	1080020215100	20320	RPS SUBURBAN SCHOOL	0.00	48.00
9001	121763	10/14/19	6994	ALLISON K. PINTER	1080020215100	20320	RPS SUBURBAN 10/2/1	0.00	140.00
9001	121769	10/14/19	921	OFFICE DEPOT	1080020215100	20610	RPS HI HI09252019	0.00	107.21
9001	121774	10/14/19	7159	SARAH MCCLURE	1080020215100	20320	RPS 10/1/2019 3HRS3	0.00	157.50
9001	121777	10/14/19	3366	RALSTON PUBLIC SCHO	1080020215100	20610	RPS HI/KW SEPT. 201	0.00	26.00
TOTAL CASH ACCOUNT								0.00	4,629.14
TOTAL FUND								0.00	4,629.14
TOTAL REPORT								0.00	1,014,167.56

RALSTON PUBLIC SCHOOLS
FINANCIAL REPORT TO THE BOARD OF EDUCATION
POOLED CASH - BANK RECONCILIATION
September 30, 2019

	08/31/2019 Thru 09/30/2019	08/31/2018 Thru 09/30/2018
Book Balance - Beginning of month	\$5,918,079.80	\$4,213,278.58
Total Receipts	\$1,247,194.78	\$1,732,305.03
Monthly Disbursements	<u>(3,485,350.43)</u>	<u>(3,337,184.92)</u>
Reconciled Book Balance - End of Month	\$3,679,924.15	\$2,608,398.69
Building fund loan repayment	\$0.00	\$0.00
Depreciation fund loan repayment	\$0.00	\$0.00
Transfer to Depreciation	\$0.00	\$0.00
Actual Book Balance - End of Month	\$3,679,924.15	\$2,608,398.69
Bank Balance -Beginning of month	\$5,548,504.86	\$4,662,544.59
Deposits	\$1,675,963.09	\$1,356,991.96
Interest	<u>1,866.84</u>	<u>1,393.39</u>
Total Receipts	1,677,829.93	1,358,385.35
Total Warrants	<u>(2,678,296.48)</u>	<u>(3,263,952.79)</u>
Bank Balance - End of month	4,548,038.31	2,756,977.15
Outstanding deposits	0.00	567,092.97
Less Outstanding Checks/Wires	<u>(868,114.16)</u>	<u>(715,671.43)</u>
Reconciled Bank Balance - End of month	\$3,679,924.15	\$2,608,398.69

RECEIPTS

ACCOUNT	ANTICIPATED	M-T-D	Y-T-D	Y-T-D	Year To Date	
		RECEIVED 2019-20	RECEIVED 2019-20	RECEIVED 2018-19	%Received	
					2019-20	2018-19
Local District Taxes	\$18,100,535	\$650,545.55	\$650,545.55	\$780,144	3.6%	4.5%
Pro-Rata Motor Vehicle Tax	\$30,000	\$0.00	\$0.00	\$0	0.0%	0.0%
Motor Vehicle Tax	\$2,628,594	\$334,366.40	\$334,366.40	\$367,535	12.7%	14.1%
Homestead Exemption Tax	\$235,000	\$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	\$547	0.0%	0.0%
Interest on Investments	\$10,000	\$1,866.84	\$1,866.84	\$1,393	18.7%	13.9%
Local License/Police Court	\$40,000	\$5,513.65	\$5,513.65	\$16,306	13.8%	40.1%
Other Local Revenue	\$10,000	\$0.00	\$0.00	\$0	0.0%	0.0%
County Fines & Licenses	\$83,000	\$9,743.18	\$9,743.18	\$0	11.7%	0.0%
State Aid	\$12,267,825	\$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	\$220,000	\$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	\$365,000	\$7.43	\$0.00	\$0	0.0%	0.0%
Cash Reserve	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
TOTAL	\$36,489,954	\$1,002,043.05	\$1,002,035.62	\$1,165,925.56	2.7%	3.3%

DISBURSEMENTS

CATEGORY	BUDGET	M-T-D	Y-T-D	Y-T-D	Year To Date	
		DISBURSED 2019-20	DISBURSED 2019-20	DISBURSED 2018-19	% Disbursed	
					2019-20	2018-19
Instructional Services	\$18,418,537	\$1,503,134.40	\$1,503,134.40	\$1,407,290	8.2%	8.2%
Support Services						
Special Education	\$5,693,360	\$365,077.31	\$365,077.31	\$460,295	6.4%	8.2%
Pupil Services	\$1,248,591	\$99,523.86	\$99,523.86	\$67,402	8.0%	5.4%
Staff Services	\$2,131,233	\$144,681.54	\$144,681.54	\$74,304	6.8%	3.3%
General Administration	\$967,837	\$68,058.61	\$68,058.61	\$55,495	7.0%	6.4%
School Administration	\$2,193,284	\$187,794.61	\$187,794.61	\$183,843	8.6%	8.6%
Business	\$739,887	\$36,015.06	\$36,015.06	\$34,379	4.9%	4.7%
Operation of Plant	\$2,947,665	\$247,883.45	\$247,883.45	\$224,460	8.4%	7.7%
Maintenance of Plant	\$908,587	\$69,208.04	\$69,208.04	\$160,092	7.6%	19.1%
Pupil Transportation	\$1,240,973	\$38,442.41	\$38,442.41	\$41,219	3.1%	3.4%
TOTAL	\$36,489,954	\$2,759,819.29	\$2,759,819.29	\$2,708,777.91	7.6%	7.7%
REVENUE OVER EXPENSE	\$0	(\$1,757,776)	(\$1,757,784)	(\$1,542,852)	-4.8%	-4.4%

Ralston Schools Building Fund
Sep-19

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Aug	Sept	Sept	Sept
BUILDING FUND	\$1,720,942.07	\$557.46	(62,602.00)	\$1,658,897.53
NSDLAF	\$20,413.11	\$0.00	-	\$20,413.11
TOTAL	\$1,741,355.18	\$557.46	(62,602.00)	\$1,679,310.64

RALSTON SCHOOLS BOND FUND
Sep-19

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Aug	Sept	Sept	Sept
BOND FUND	\$4,329,255.72	98,686.23	-	\$4,427,941.95
INVESTED -US Treas Bills	-	-	-	\$0.00
TOTAL	\$4,329,255.72	\$98,686.23	-	\$4,427,941.95

LUNCH PROGRAM INCOME STATEMENT
Sep-19

	Sep-19	2019-20 YTD
Revenues:		
Lunch program	\$60,111.22	\$60,111.22
Federal funding	0.00	\$0.00
Catering income	4,861.84	\$4,861.84
Interest	9.97	\$9.97
Grants	0.00	\$0.00
Total Revenues	\$64,983.03	\$64,983.03
Expenses:		
Salaries	\$51,169.37	\$51,169.37
Supplies	31,534.20	\$31,534.20
Repairs/Equip	0.00	\$0.00
Miscellaneous	770.00	\$770.00
Total Expenses	\$83,473.57	\$83,473.57
Net Income (Loss)	(\$18,490.54)	(\$18,490.54)

Ralston Schools Quality Capital Purpose Undertaking Fund
Sep-19

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Aug	Sept	Sept	Sept
QCPU FUND	\$ 117,820.04	\$ 18,811.76	\$ -	\$ 136,631.80
QCPUF BOND FUND	\$ 2,121,394.84	\$ 15,582.80	\$ -	\$ 2,136,977.64
TOTAL	\$ 2,239,214.88	\$ 34,394.56	\$ -	\$ 2,273,609.44

Ralston Schools Depreciation Fund
Sep-19

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Aug	Sept	Sept	Sept
Depreciation Fund	\$ 2,334,614.94	\$ 759.71	\$ (14,302.72)	\$ 2,321,071.93
TOTAL	\$2,334,614.94	\$759.71	(\$14,302.72)	\$2,321,071.93

RALSTON SCHOOLS ELEMENTARY ACTIVITY FUNDS
30-Sep-19

FUND NAMES	BALANCE Aug	RECEIPTS Sept	DISBURSEMENTS Sept	BALANCE Sept
ACTIVITY FUND/BLUMFIELD	5,294.63	4.46	344.54	\$4,954.55
ACTIVITY FUND/KAREN WESTERN	1,136.99	51.09	200.00	\$988.08
ACTIVITY FUND/MEADOWS	6,088.24	1,381.00	308.42	\$7,160.82
ACTIVITY FUND/MOCKINGBIRD	4,416.80	412.85	56.00	\$4,773.65
ACTIVITY FUND/SEYMOUR	7,395.24	928.03	195.28	\$8,127.99
ACTIVITY FUND/WILDEWOOD	2,784.23	0.00	977.96	\$1,806.27
ACTIVITY FUND/OFFICE	15,216.25	855.71	0.00	\$16,071.96
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	23,984.33	2,808.75	1,924.25	\$24,868.83
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	\$80,961.47	\$6,441.89	\$4,006.45	\$83,396.91

BANK BALANCE	\$85,401.33
PLUS OUTSTANDING DEPOSITS	\$0.00
LESS OUTSTANDING CHECKS	(\$2,004.42)
TOTAL	\$83,396.91

RALSTON HIGH SCHOOL ACTIVITY FUND
30-Sep-19

FUND NAME'S	BALANCE Aug	RECEIPTS Sept	DISBURSEMENTS Sept	BALANCE Sept
HIGH SCHOOL	221,319.06	35,432.15	(46,275.02)	210,476.19
TOTAL	\$221,319.06	35,432.15	(46,275.02)	\$210,476.19
1ST STATE BANK BALANCE	\$ 222,203.73			
Outstanding Checks	\$ (11,727.54)			
TOTAL	\$ 210,476.19			

Ralston High School Activity Fu... Balance Sheet Standard

10/01/19

As of September 30, 2019

Sep 30, '19

ASSETS

Current Assets

Checking/Savings

1000 - Athletic Admin	1,497.13
1001 - Athletics	56,849.47
1050 - Baseball	1,932.57
1140 - Wrestling	1,384.14
1500 - Cheer	-2,196.75
1520 - Homecoming	954.51
1530 - F.C. Athletes	30.12
1535 - Bratfest	0.00
1540 - Dance Team	-1,180.75
1560 - Activity Tickets	0.00
1571 - Boys Basketball	2,164.56
1572 - Cross Country	325.50
1575 - Football	6,591.94
1576 - Girls Basketball	903.38
1577 - Golf	537.39
1578 - Volleyball	1,277.47
1579 - Girls Softball	6,678.95
1580 - Swim	4,037.01
1582 - Boys Soccer	1,719.05
1583 - Girls Soccer	2,895.25
1584 - Circle of Friends	160.00
1586 - Boys Track	1,281.79
1587 - Girls Track	524.18
1588 - Tennis	641.73
2005 - Computer Lab	74.16
2010 - Debate	6,572.00
2015 - Drama	1,707.86
2016 - Drama Travel Club	0.00
2018 - Class of 2018	0.00
2020 - All School Musical	-3,325.79
2027 - Guidance	9,502.91
2028 - Ralston Readers	971.45
2029 - Educators Rising	158.13
2030 - Humanities	0.00
2035 - Latino Leaders	81.63

Ralston High School Activity Fu... Balance Sheet Standard

10/01/19

As of September 30, 2019

	<u>Sep 30, '19</u>
2040 - Instr Music	0.00
2042 - Color Guard	277.63
2060 - Swim School	254.48
2065 - Social Studies Trip	0.00
2075 - Vocal Music	5,157.16
2076 - Dist. Music	0.00
2080 - Work Experience	0.00
2085 - Yearbook	10,061.91
2090 - Material Replacement	0.00
210 - Class of 2010	0.00
211 - Class of 2011	0.00
212 - Class of 2012	0.00
213 - Class of 2013	0.00
214 - Class of 2014	0.00
215 - Spirit Squads	-5,304.34
216 - Class of 2016	0.00
217 - Class of 2017	0.00
218 - Class of 2018	0.00
219 - Class of 2019	396.52
220 - Class of 2020	36.24
221 - Class of 2021	65.00
222 - Class of 2022	25.00
2500 - HOSA	264.90
2509 - Ram Apparel	0.00
2510 - Ram Supply - DO NOT ...	0.00
2511 - Concessions	9,970.61
2515 - FCCLA	529.09
2520 - Industrial Tech	3,110.10
2521 - Skills USA	-426.49
2525 - Automotive	2,613.09
2530 - Food Pantry	1,221.95
3000 - Scholarships	0.00
3200 - Summer School	0.00
3300 - Boston Trip	0.00
3580 - Vending	0.00
4015 - Green Club	0.00
4059 - Parking Lot	0.00
4085 - HS Office	5,232.96

Ralston High School Activity Fu... Balance Sheet Standard

10/01/19

As of September 30, 2019

	Sep 30, '19
4086 - Homeroom	0.00
4087 - PBIS	0.00
5000 - Baseball Field	0.00
5010 - Football Stadium	0.00
5020 - Soccer Stadium	0.00
5030 - Gym	0.00
5040 - Fitness Center	0.00
505 - Art Club	834.84
5050 - Cafeteria	0.00
5060 - Classroom	0.00
5070 - Swim Pool	0.00
5080 - Facility Usage	67,865.08
510 - Bowling Team	0.00
525 - Autism Grant	0.00
530 - DECA	2,173.03
540 - Quiz Bowl	-467.69
550 - French Club	50.53
560 - Key Club	311.83
565 - History Day	-662.87
570 - NHS	183.44
580 - Prom	981.86
585 - Science Club	0.00
595 - Spanish Club	474.12
600 - Student Council	469.94
605 - Poetry Festival	0.00
610 - Robotics Club	25.28
Class 2021	0.00
Total Checking/Savings	210,476.19
Accounts Receivable	
Accounts Receivable	0.00
Total Accounts Receivable	0.00
Other Current Assets	
Undeposited Funds	0.00
Total Other Current Assets	0.00

Ralston High School Activity Fu... Balance Sheet Standard

10/01/19

As of September 30, 2019

	<u>Sep 30, '19</u>
Total Current Assets	210,476.19
Fixed Assets	0.00
Other Assets	0.00
TOTAL ASSETS	<u>210,476.19</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	0.00
Total Accounts Payable	<u>0.00</u>
Credit Cards	0.00
Other Current Liabilities	
Sales Tax Payable	0.00
Total Other Current Liabilities	<u>0.00</u>
Total Current Liabilities	0.00
Long Term Liabilities	0.00
Total Liabilities	<u>0.00</u>
Equity	
Opening Bal Equity	-0.73
Retained Earnings	221,319.79
Net Income	-10,842.87
Total Equity	<u>210,476.19</u>
TOTAL LIABILITIES & EQUITY	<u>210,476.19</u>

6005

Academic Credits and Graduation Requirements

The district shall accept credits toward graduation that were awarded by an accredited school district, and shall award a diploma to an option enrollment or open enrollment student if the student meets the district's graduation requirements.

Course credit is allowed only for grades 9, 10, 11, 12. Students may repeat courses in which they made failing grades, but it is not necessary to repeat courses not required for graduation.

The responsibility for determining when students are eligible to be graduated from high school is delegated by the Board of Education to the building principal.

Specific Requirements - Each student is expected to successfully complete course work in each of the following areas as listed:

Graduation Requirements Beginning with the Class of 2015

1. English: 35 credits (English I - 10 credits, English II - 10 credits, English III – 10 credits, Composition – 5 credits)
2. Oral Communications: 5 credits
3. Social Studies: 30 credits (World Cultures & Geography - 5 credits, US History – 10 credits, US Government – 5 credits)
4. Mathematics: 30 credits (Algebra I or higher 10 credits)
5. Science: 30 credits (Life Science – 10 credits, Physical Science – 10 credits)
6. Physical Education: 20 credits (Swim – 2.5 credits and Family Life Education – .5 credits)
7. Fine Arts: 10 credits
8. Career Education: 25 credits (Consumer Finance – 5 credits and Career Exploration – 5 credits)
9. Elective Courses: 55 credits

Graduation Requirements Beginning with the Class of 2021

1. English: 35 credits (Must pass Eng. 1, Eng. 2, Eng. 3 and Composition)
2. Oral Communications: 5 credits
3. Social Studies: 30 credits (Must pass World Civilization, U.S. History and American Government)
4. Mathematics: 30 credits (including 10 above pre-Algebra level)
5. Science: 30 credits. (Must pass Life Science & Chem/Physics 1)
6. Physical Education: 20 credits (Must pass Family Life Education and Fitness & Swim Foundations)
7. Fine Arts: 10 credits
8. Career Education: 25 credits (Must pass Consumer Finance and Career Exploration)
8. Elective Courses: 55 credits

All students must successfully complete 240 hours of credit in grades 9-12, and attend a minimum of seven semesters.

All students must function within the guidelines of an Individual Learning Plan.

Community Service

All students must complete 10 hours of community service for each year of attendance at Ralston High School (40 total).

Physical Education Waiver for students through 2020

Students may waive up to 5 credits of the physical education requirement if they begin and complete 1 full season of the following activities: pom, cheer, football, cross country, volleyball, soccer, tennis, swim, basketball, wrestling, golf, track and field, baseball, or softball. This does not change the minimum number of credits required for graduation.

Early Graduation

Students may graduate at mid-term of their senior year if they make formal application to the Senior Counselor prior to September 15th of the Senior Year.

The High School Principal will review any unique circumstances related to these graduation requirements for any student and make appropriate recommendations to the Superintendent.

Pupil Progress-Secondary

Pupils in grades 9-12, with approval of the superintendent or his/her designee, may earn credit by correspondence from an accredited school approved by the Nebraska department of Education, provided work is supervised by a teacher with valid Nebraska certification.

Pupils may enroll in approved night school courses that meet Nebraska Department of Education specifications, and thereby earn credit toward secondary school graduation requirements provided that approval has been granted by the superintendent or his/her designee.

Adopted on: January 8, 2018

Revised on:

Reviewed on: January 8, 2018

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

Presented to the Board of Education - October 14, 2019



Achievement Strategic Plan - MAP Related Goals

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

MAP Growth: Student Proficiency

Fall 2019 (K-10)

Spring 2020 (K-10)

Math: 53%

Math: TBD

Reading: 56%

Reading: TBD

MAP Growth: Student Growth

Spring 2019 (K-10)

Spring 2020 (K-10)

Math: 47%

Math: TBD

Reading: 48%

Reading: TBD



Ralston
PUBLIC SCHOOLS

District Conditional Growth Index

2015-2016

Math: .41

Reading: .31

2018-2019

Math: .85

Reading: .69

What's Next?

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

6004

Curriculum Development and Assessment

The superintendent or his/her designee shall be responsible for providing and directing system-wide planning for curriculum, instruction, assessment and staff development.

The curriculum shall be equal to or exceeding in rigor as the measurable model academic content standards in reading, writing, mathematics, science, social studies, and any other academic areas adopted by or required by the State Board of Education and shall cover at least the same grade levels required by the State Board. The curriculum shall be articulated preK-12 and shall reflect the comprehensive plan of the school district. All professional staff members are responsible for implementing the curriculum.

The superintendent or his/her designee will present this curriculum to the board for approval or modification.

The superintendent shall be responsible for establishing curriculum guides to articulate and coordinate the written curriculum, and to provide consistency of the written curriculum from one level of the district to the next. Curriculum guides shall provide for the development of the school district's curriculum and shall set academic standards, identify essential educational outcome criteria, and provide for the implementation, monitoring and evaluation of student learning.

Teachers are responsible for following the curriculum guides and teaching the written curriculum. Principals are responsible for monitoring the curriculum and evaluating teachers to ensure that they are teaching in compliance with the curriculum guides and written curriculum. The superintendent and his/her designee shall ensure that principals monitor the curriculum and evaluate teachers.

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

The Ralston Board of Education shall receive an annual written report consisting of the results of all components of the school system performance program including but not limited to: standardized norm-referenced assessments, criterion referenced assessments, student performance, school system demographics, financial information, a follow-up study of graduates, and a learning climate survey. No individual test scores or assessment results will be reported.

These reports shall be made available to all patrons of the district.

A comprehensive evaluation of the district shall be conducted at least once in each seven years utilizing instruments and guides approved by the Nebraska Department of Education.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

Achievement Data: NWEA MAP Growth Trends

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

Achievement Data: NWEA MAP Growth Trends

	2017-2018			2018-2019			2019-2020		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Grades Assessed	K-10	K-8	K-10	K-8	K-10	K-10	K-8	K-10	K-10
Math Proficiency	62%	61%	67%	58%	56%	54%	59%		
Math Growth			72%			48%			
Math Conditional Growth Index			1.58			-0.16			
Class of 2023	7th Grade			8th Grade			9th Grade**		
Reading Proficiency	66%	70%	68%	65%	60%	64%	72%		
Reading Growth			64%			49%			
Reading Condition Growth Index			1.19			-0.43			
Math Proficiency	66%	67%	64%	63%	62%	59%	45%		
Math Growth			55%			47%			
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%		
Reading Growth			54%						
Reading Condition Growth Index			0.47						
Math Proficiency	65%	67%	68%		60%	59%	53%		
Math Growth			64%						
Math Conditional Growth Index			0.7						
Class of 2021	9th Grade			10th Grade			**only students in current classes - not ALL students in grade level		
Reading Proficiency	74%		64%		59%	58%			
Reading Growth			39%						
Reading Condition Growth Index			-1						
Math Proficiency	67%		66%		71%	71%			
Math Growth			51%						
Math Conditional Growth Index			0.31						
	10th Grade								
	59%		59%						
			41%						
			0.04						
	61%		64%						
			61%						
			1.06						

Achievement Data: NWEA MAP Growth Trends

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Grades Assessed	K-9	K-6	K-9	K-10	K-8	K-10	K-10	K-8	K-10	K-8	K-10	K-10	K-10		
Districtwide - Overall															
Reading Proficiency	66%	66%	66%	66%	67%	65%	62%	63%	63%	57%	56%	60%	56%		
Reading Growth			57%			54%			54%			48%			
Reading Condition Growth Index			0.27			-0.15			.30			0.69			
Math Proficiency			64%	62%	64%	65%	58%	58%	64%	53%	55%	60%	53%		
Math Growth			52%			58%			60%			47%			
Math Conditional Growth Index			0.42			0.33			.92			0.85			
Districtwide - SPED															
Reading Proficiency						31%	26%	33%	32%	31%	26%	31%	32%		
Reading Growth									47%			44%			
Math Proficiency						31%	26%	30%	32%	27%	26%	29%	28%		
Math Growth									50%			44%			
Districtwide - EL															
Reading Proficiency							27%	25%	33%	24%	21%	25%	22%		
Reading Growth									47%			41%			
Math Proficiency							25%	26%	34%	23%	21%	29%	20%		
Math Growth									50%			45%			
Districtwide - Free & Reduced															
Reading Proficiency						49%	60%	55%	56%	50%	48%	52%	49%		
Reading Growth									52%			47%			
Math Proficiency						39%	53%	51%	57%	47%	48%	53%	46%		
Math Growth									59%			46%			
Kindergarten															
Reading Proficiency							61%	65%	71%	53%	45%	58%	55%		
Reading Growth			69%			56%			64%			58%			
Reading Condition Growth Index			1.18			0.27			1.22			.84			
Math Proficiency							47%	58%	79%	43%	43%	65%	53%		
Math Growth			67%			67%			77%			70%			
Math Conditional Growth Index			.98			0.99			3.10			2.16			
1st Grade															
Reading Proficiency							55%	56%	62%	59%	54%	61%	51%		
Reading Growth			64%			55%			57%			58%			
Reading Condition Growth Index			.66			0.36			1.12			.88			
Math Proficiency							52%	61%	65%	55%	64%	62%	48%		
Math Growth			52%			61%			58%			60%			
Math Conditional Growth Index			.31			0.68			1.04			1.15			
2nd Grade							*Growth K-2			*Growth 2-5					
Reading Proficiency							67%	66%	65%	48%	55%	59%	49%		
Reading Growth			57%			56%			53%			66%			
Reading Condition Growth Index			.43			-0.07			-0.04			1.42			
Math Proficiency							65%	65%	71%	43%	47%	64%	46%		
Math Growth			71%			72%			69%			69%			
Math Conditional Growth Index			1.02			1.37			1.85			1.47			
3rd Grade															
Reading Proficiency							60%	61%	64%	56%	55%	60%	60%		
Reading Growth			48%			57%			58%			50%			
Reading Condition Growth Index			-0.33			0.42			.29			.15			
Math Proficiency							51%	47%	57%	50%	51%	52%	42%		
Math Growth			58%			42%			54%			49%			
Math Conditional Growth Index			0.65			-0.77			0.55			.71			
4th Grade															
Reading Proficiency							61%	61%	59%	58%	61%	62%	55%		
Reading Growth			45%			47%			48%			60%			
Reading Condition Growth Index			-1.12			-0.74			-0.38			1.06			
Math Proficiency							52%	52%	52%	56%	57%	61%	54%		
Math Growth			42%			41%			50%			60%			
Math Conditional Growth Index			-0.83			-0.65			0.55			1.11			
5th Grade															
Reading Proficiency							61%	56%	57%	55%	55%	57%	56%		
Reading Growth			52%			52%			51%			54%			
Reading Condition Growth Index			-0.47			-0.12			-0.15			0.54			
Math Proficiency							51%	49%	53%	50%	48%	50%	61%		
Math Growth			52%			56%			54%			50%			
Math Conditional Growth Index			0.15			0.55			0.56			0.26			
6th Grade															
Reading Proficiency							62%	62%	63%	59%	62%	62%	58%		
Reading Growth			58%			61%			62%			67%			
Reading Condition Growth Index			.43			0.86			0.58			1.30			

Achievement Data: NWEA MAP Growth Trends

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Math Proficiency							62%	61%	67%	57%	54%	63%	50%		
Math Growth			64%			74%			72%			63%			
Math Conditional Growth Index			.77			1.37			1.58			1.42			
7th Grade															
Reading Proficiency							66%	70%	68%	58%	59%	64%	68%		
Reading Growth			52%			63%			64%			54%			
Reading Condition Growth Index			-0.47			0.43			1.19			0.35			
Math Proficiency							66%	67%	64%	58%	56%	54%	59%		
Math Growth			53%			73%			55%			48%			
Math Conditional Growth Index			-.21			1.18			0.32			-0.16			
8th Grade															
Reading Proficiency							62%	65%	63%	65%	60%	64%	57%		
Reading Growth			58%			56%			54%			49%			
Reading Condition Growth Index			.42			-0.01			0.47			-0.43			
Math Proficiency							65%	67%	68%	63%	62%	59%	59%		
Math Growth			51%			52%			64%			47%			
Math Conditional Growth Index			-.14			-0.14			0.7			-0.49			
9th Grade															
Reading Proficiency							74%		64%		55%	49%	72%		
Reading Growth			67%			35%			39%						
Reading Condition Growth Index			1.96			-2.17			-1						
Math Proficiency							67%		66%		60%	59%	45%		
Math Growth			61%			46%			51%						
Math Conditional Growth Index			1.47			-1.02			0.31						
10th Grade															
Reading Proficiency							59%		59%		59%	58%	59%		
Reading Growth							52%		41%						
Reading Condition Growth Index							0.61		0.04						
Math Proficiency							61%		64%		71%	71%	53%		
Math Growth							53%		61%						
Math Conditional Growth Index							0.07		1.06						

ACCOUNTABILITY IN NEBRASKA: CLASSIFICATION & DESIGNATION



www.aquestt.com

www.education.ne.gov/essa

nep.education.ne.gov

The Nebraska Department of Education (NDE) seeks to improve all schools. To strategically target resources and champion equity in education, the NDE blends both federal and state supports in its classification and designation system.

STATE ACCOUNTABILITY

Nebraska statute requires the State Board of Education to create a system of accountability combining multiple indicators of school performance. As such, in 2014, the Nebraska Department of Education, after significant input from stakeholders, developed the **Accountability for a Quality Education System, Today and Tomorrow, or AQuESTT**. AQuESTT represents both an accountability system and a system of support built around six tenets. Law also requires Nebraska to designate at least three priority schools. These priority schools must come from the lowest classification level and receive the greatest support from the NDE.

FEDERAL ACCOUNTABILITY

The **Every Student Succeeds Act (ESSA)** represents the law guiding the use of federal funding. At its core ESSA focuses on educational equity for all students. The law mandates states to create an accountability system that identifies schools most in need of support and intervention. Federal law requires five major components, or indicators, for state accountability systems. Indicators include academic achievement, academic progress, graduation rate, progress for English Learners, and state-determined “fifth indicators” of school quality or student success.

SCHOOL AND DISTRICT CLASSIFICATION

The NDE is maintaining the structure and functionality of AQuESTT for classifying schools and districts. All schools and districts will be classified as Excellent, Great, Good, or Needs Improvement. While additional indicators may be added at a later time, the metrics to be used are seen in the table below. Nebraska will include chronic absenteeism, science, and the Evidence-based Analysis (EBA) as the indicators for School Quality or Student Success. Another new indicator is Progress towards English Learner Proficiency.

ESSA Indicator:	Academic Achievement	Academic Progress	English Language Proficiency and Progress	Graduation Rate	School Quality or Student Success
AQuESTT Metric:	Status	Growth, Improvement, Non-Proficiency	Progress Towards English Language Proficiency	4- and 7-Year Cohort Graduation Rate	Chronic Absenteeism, Science, Evidence-based Analysis



EVIDENCE

In order for schools to receive a classification adjustment from the 2018 Evidence-based Analysis, eligible schools will be required to submit evidence to a panel at the NDE for review and determination.

SCHOOL DESIGNATION

Those schools needing support for improvement at the state or federal level can be designated in four ways.

State Support

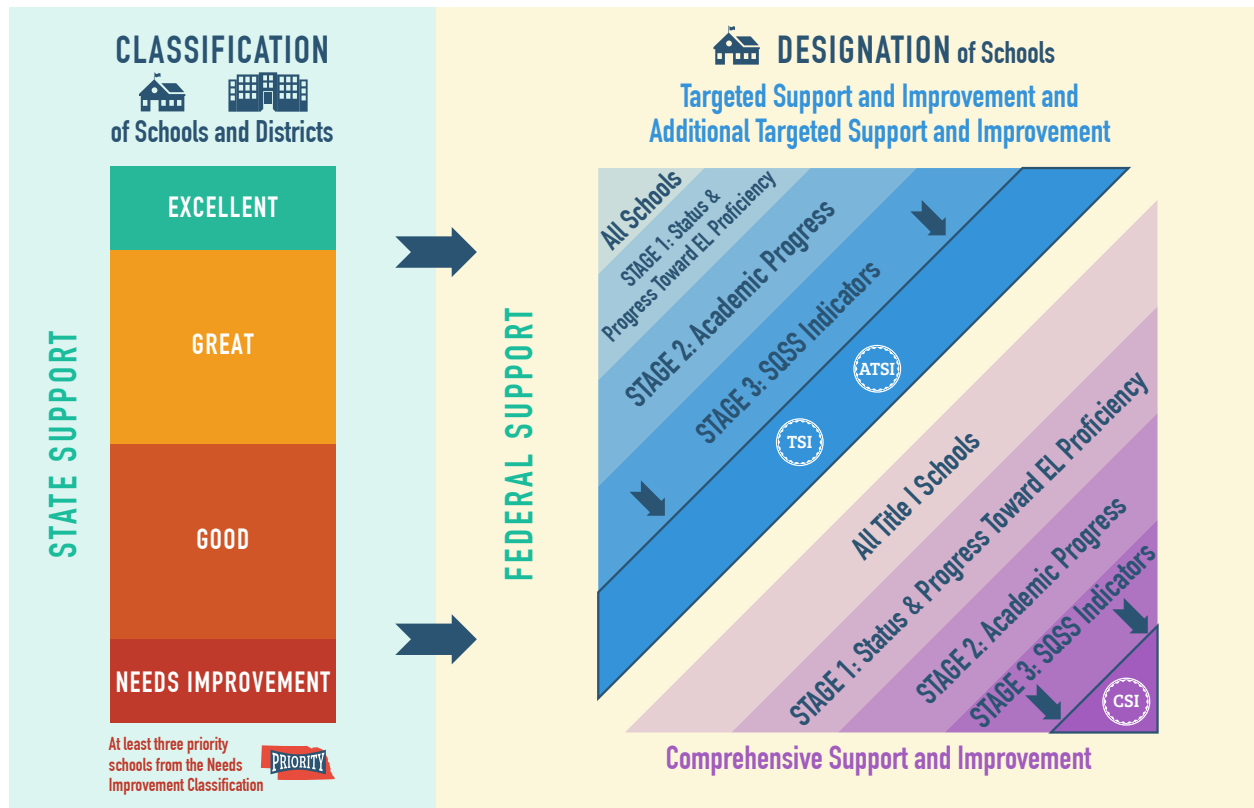
PRIORITY **Priority Schools** – Per state statute, at least three schools most in need of support for improvement from the AQuESTT Needs Improvement classification level are named Priority Schools. Intervention will be provided in these schools, along with intensive technical support, coaching, and collaboration among schools, the NDE, consultants, and Educational Service Units.

Federal Support*

CSI **Comprehensive Support and Improvement (CSI)** – The lowest performing five percent of Title I schools (those schools receiving federal funds due to concentrations of poverty), public high schools with a four-year adjusted cohort graduation rate of 67 percent or below, and/or schools participating in Targeted Support and Improvement that did not improve after three years will be designated as CSI schools.

TSI **Targeted Support and Improvement (TSI)** – Any school with consistently underperforming subgroup(s) or low-performing subgroup(s) over a state-designated period of time will be designated as TSI schools. Subgroups are defined as the 7 major racial/ethnic groups, English learners, students with disabilities, and/or economically disadvantaged students.

ATSI **Additional Targeted Support and Improvement (ATSI)** – Any school in which one or more subgroups of students is performing at or below the performance of all students in the lowest performing schools will be designated as ATSI schools.



*Since AQuESTT, by design, does not allow for the ranking of schools, models similar to the one above will be used to designate schools for CSI, TSI, and ATSI. Slight variances exist between TSI and CSI designation.

District Achievement Plan: Professional Learning Communities

Purpose

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

Direction

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

Guiding Mantra

OneRalston

Collective Commitments

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

- I pledge to use my skills, knowledge, training, and expertise to do my best.
- I pledge to be proactive and positive in my approach as I work to advance the mission.
- I pledge to practice ownership of my performance and make changes as necessary for continuous improvement.
- I pledge to respect and embrace diversity at all levels and with all people.
- I pledge to be cooperative, collaborative, and team oriented.
- I pledge to advocate for all stakeholders, especially our students.
- I pledge to be of service to others making them feel better after our interaction than before.
- I pledge to practice and defend tolerance 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

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

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

Full Implementation To be determined based on initial implementation years.	2022 & beyond		
Monitoring To be determined based on full implementation years.	2024 & beyond		

Strategic Plan Update: Professional Learning Communities

October 14, 2019



Early Adopter PLC Work Group

Blumfield

Ashley Tomjack
Tam Korshoj
Jodi Krauss
Megan Orchard

Karen Western

Andrew Mather
Robin Yzaguirre
Charisse Dube
Anne Johnson

Wildewood

Ashley Holmes
Deanna Anderson
Jill Klich
Amber Nightser

Ralston Middle School

Andy Parizek
Colin Brittan
Charlie Petrosik



Focus Area #1: PLC Culture

- Vision & guiding mantra work
- Collective Commitments
- Coordination versus collaboration
- All means all
- Collaborative time is sacred
- Tight & loose



Focus Area #2: Technical Structures

- Defining our PLC Framework
- 4 Critical Questions



Focus Area #3: Capacity Building

- PLC Framework for Workgroup
 - Solution Tree training
 - Early Adopter Workgroup Collaborative Conversations
- Planning for the future
- Building implementation



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



4030

Evaluation of Certified Employees

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

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

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

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certificated employees whose classes are held during defined periods of time (e.g., high school classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods, consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing

activities that are typical of his or her position.

Additional evaluations, both formal and informal, may be conducted as the administration deems appropriate.

This policy and the evaluation instrument shall be distributed to staff members upon their employment and annually thereafter.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016



Student Services Administrator Evaluation System

**Board of Education Policy: 4030
AdvancED Standard: Leadership Capacity**



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This policy and the evaluation instrument shall be distributed to staff members upon their employment and annually thereafter.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016



Executive Director/Director Evaluation Process

Probationary administrators shall be observed and evaluated at least once each semester. Permanent or tenured administrators shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the administrator or at the discretion of the primary evaluator. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes. A formative evaluation will be completed in the middle of the year and a summative evaluation will be completed at the end of the year. Each administrator will complete an *Individual Professional Development Plan* annually. The *Individual Professional Development Plan* will include identifying one or two specific and measurable goals based on the effective practices, and then developing a plan to achieve the desired goal. An *unsatisfactory* rating in one of the effective practices will require an individual to be placed on a plan of assistance. All required documents will be shared with the administrator being evaluated and will be kept on file in the Office of the Superintendent.

Evaluation Definitions:

The following definitions are to assist the individual completing the evaluation with understanding the rubrics associated with the standards and indicators. Evidence and artifacts are used to complete an effective evaluation.

Unsatisfactory: There is little or no evidence of the standards and indicators being implemented or accomplished.

Basic: There is evidence of some standards and indicators being implemented or accomplished. Identified indicators may not be at the desired level of the board. These indicators may not be fully developed or consistently implemented.

Proficient: There is evidence that supports the standards and indicators are being fully implemented.

Distinguished: The evidence of the implementation exceeds the expectations of the board relative to the effective practices or indicators.

Narratives on rating and evidence: Narratives should relate to the effective practices, indicators, or evidence and provide clear guidance or commendation.

Performance Goals: Specific, measurable performance goals that will be accomplished during the year. The goals may be tied to the district's shared vision and strategic direction or may be a priority area identified by the superintendent or the board.

Improvement Plan: If there are effective practices and indicators toward which the superintendent needs improvement or development, the board may require specific action for improvement on those effective practices and indicators.



Effective Practices

There are nine effective practices within the framework. The evaluator will rate performance by category. The effective practices are intended to serve as guidance for the evaluatee and evaluator in determining professional performance, growth, and points of emphasis. It should be understood that the evaluatee will have areas of strength and growth. The evaluator will make an overall performance determination based on the nine effective practices in the superintendent evaluation system.



- **Shared Vision and Strategic Direction**

The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

- **Board, Policy, and the Education System**

The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

- **Collaboration with Families and Community**

The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

- **Continuous Improvement and Accountability**

The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

- **Teaching and Learning**

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

- **Personnel Leadership**

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

- **Systems Leadership and Management**

The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

- **Equity, Climate, and Culture**

The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

- **Leadership, Conduct, and Professional Growth**

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



Effective Practices, Indicators, and Evidence Rubric

EFFECTIVE PRACTICE: Shared Vision and Strategic Direction

The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

Indicators and Evidence

- Develops and implements special education processes and services that support a shared vision and strategic direction and guides the district into supporting high expectations for student learning and success.
- Ensures special education students, parents, advocates and service providers are engaged in the development of the district's shared vision, strategic direction, and goals.
- Provides leadership to ensure special education processes and services support the current and future needs of students with disabilities.
- Engages special education stakeholders within the district and school community to develop a commitment to the shared vision and the strategic direction.
- Continually models, reinforces, and communicates commitment to the shared vision throughout all special education processes and services.

- **Evidence:** *Documentation, including accomplishments and outcomes of special education align with the district's shared vision, strategic direction, and goals.*
- **Evidence:** *Special education reports and presentations illustrate high expectations of student learning and success, developed with specific strategies, measurable outcomes and timelines.*
- **Evidence:** *Documentation of collaborative development of the shared vision, strategic direction, and goals involving special education students, parents, advocates and service providers.*
- **Evidence:** *Reports, presentations and data collection on current and future needs of students with disabilities are available and used for planning, goal-setting, and improvement processes.*
- **Evidence:** *Board, staff, and community special education presentations and updates routinely model commitment to the shared vision, strategic direction and goals.*

- **Evidence:** Newsletters, articles, the district website, and other media routinely incorporate special education information and its relationship to the district's shared vision, strategic direction and goals

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● Alignment with shared vision and strategic direction are not documented ● Special education stakeholders have no or limited engagement in the vision/direction ● No evidence special education processes and services support current and future needs 	<ul style="list-style-type: none"> ● Alignment with vision or direction is documented ● Some evidence of special education stakeholder engagement in the vision/direction ● Some evidence special education processes and services support current and future needs 	<ul style="list-style-type: none"> ● Vision and direction are aligned and used to guide the special education services and processes ● Evidence of engagement with stakeholders in development and implementation of vision/direction ● Evidence special education processes and services support current and future needs. 	<ul style="list-style-type: none"> ● Vision and direction are aligned and include measurable outcomes, which are appropriate for special education services and processes ● Evidence of engagement with stakeholders in implementation of and commitment to vision/direction ● Evidence special education services and processes support current and future needs and incorporates input from students, parents, and teachers



EFFECTIVE PRACTICE: Board, Policy, and the Education System

The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

Indicators and Evidence

- Actively and continually fosters superintendent, board, and community relationships; and, keeps the superintendent and board informed on special education processes, services, and needs.
- Proactively responds to district needs and policy priorities.
- Provides leadership in the development, implementation and monitoring of special education policy, procedures, and practices.
- Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision, strategic direction, and goals.
- Collaboratively works to influence local, district, state, and national decisions impacting special education issues and needs.

- ***Evidence:** Processes are in place to solicit input from community and board on special education processes and services.*
- ***Evidence:** Board agendas and communication processes keep the superintendent and board members informed on all special education aspects of the district.*
- ***Evidence:** Processes are in place to solicit input from the community and board on special education processes and services.*
- ***Evidence:** Board agendas and communication processes keep the superintendent and board members informed on all special education aspects of the district.*
- ***Evidence:** Special education programs, services, and student outcomes are incorporated into the district and social accountability system.*
- ***Evidence:** Board special education policies, procedures, and practices are current, and keeps the district in compliance with state and federal regulations.*
- ***Evidence:** Reports to superintendent, board members and staff reflect up-to-date information on state or federal special*

education policy, as needed.

- **Evidence:** *Special education program and service goals are aligned with the district’s shared vision and strategic direction.*
- **Evidence:** *Superintendent reports, board communication, and professional learning show evidence of engagement of key stakeholders in activities that support district, state, and national policy decisions that impact the needs of students with disabilities.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Limited or inconsistent communication with superintendent, board members and staff</i> ● <i>Policies are outdated, not in compliance with state or federal law, or not routinely reviewed</i> ● <i>No evidence of collaborative strategies to influence policy decisions impacting student learning and needs of students with disabilities</i> 	<ul style="list-style-type: none"> ● <i>Provides updates and communicates regularly with superintendent, board members, and staff</i> ● <i>Policies are routinely updated</i> ● <i>Uses some collaborative strategies to influence policy decisions impacting student learning and needs of students with disabilities</i> 	<ul style="list-style-type: none"> ● <i>Engages superintendent, board members, and staff in district needs and policy priorities</i> ● <i>Policies are consistently reviewed and developed to incorporate state or federal policy, as needed</i> ● <i>Evidence of collaborative strategies to influence policy decisions impacting student learning and needs of students with disabilities</i> 	<ul style="list-style-type: none"> ● <i>Actively and consistently engages superintendent, board members, staff, and community in district needs and policy priorities</i> ● <i>Evidence of leadership in compliance, review, and development of local policies</i> ● <i>Evidence of collaborative strategies to develop and implement policy decisions impacting student learning and needs of students with disabilities</i>

EFFECTIVE PRACTICE: Collaboration with Families and Community

The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

Indicators and Evidence

- Provides meaningful and timely communication with families and stakeholders in the community about special education needs, challenges, and accomplishments.
- Engages students, parents and stakeholders in the development, implementation and improvement of special education programs and services.
- Maintains a presence in the district and school community to understand its strengths and needs.
- Understands and is engaged with community needs, priorities, and resources.
- Models collaboration within the organization and encourages collaboration between administrators, teachers, families, and the community at the school level.

- **Evidence:** Newsletters, newspaper articles, web articles, and other digital and social media incorporate special education information, needs, challenges, and accomplishments.
- **Evidence:** Special education program, service development, and improvement includes documentation of student, parent, and community engagement.
- **Evidence:** Documentation of participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.
- **Evidence:** Community surveys, data on community needs, and community engagement activities incorporate special education information and needs.
- **Evidence:** Reports, presentations, and updates demonstrate collaboration within organizations; and, professional learning activities reinforce collaboration between administrators and teachers.
- **Evidence:** Strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community.
- **Evidence:** Open houses, family nights, parent-teacher conferences, and individualized educational planning involve

collaboration between administrators, teachers, families, and the community.

- **Evidence:** *School climate surveys include input from students, teachers, parents, and the community; and, results are shared internally and externally.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of collaboration in the organization</i> ● <i>Little or no evidence of consistent communication with families and stakeholders</i> ● <i>Little or no evidence of engagement with community organizations, or community activities</i> ● <i>Little or no evidence of identification of community needs, priorities, or resources</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of collaboration in the organization</i> ● <i>Some communication of school activities with families through newsletters and/or district website</i> ● <i>Participates in some community organizations or activities such as the Chamber and service organizations</i> ● <i>Demonstrates awareness of community needs, priorities, and resources</i> 	<ul style="list-style-type: none"> ● <i>Routinely collaborates with board members, superintendent, and staff</i> ● <i>Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement</i> ● <i>Actively involved in community organizations or activities, such as the Chamber, or service organizations</i> ● <i>Recognizes some community needs, priorities, or resources in the district and school planning.</i> ● <i>Ensures engagement of administrators, teachers, families, and community</i> 	<ul style="list-style-type: none"> ● <i>Models collaboration and supports staff collaboration throughout the organization</i> ● <i>Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement</i> ● <i>Provides leadership and active participation in community organizations or activities such as the Chamber or service organizations</i>

EFFECTIVE PRACTICE: Continuous Improvement and Accountability

The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

Indicators and Evidence

- Systematically reviews, anticipates, and analyzes emerging special education trends and innovative strategies to continually improve student services and supports.
 - Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
 - Makes informed recommendations to the superintendent and decisions that are based on evidence and multiple data sources.
 - Engages families and communities on student needs, successes, and challenges on a regular basis.
 - Aligns district special education processes with state and national indicators of quality, accreditation, and accountability through a model of continuous improvement.
 - Demonstrates a responsibility to accountability by modeling and ensuring everyone is held accountable for student learning and success.
-
- ***Evidence:** Superintendent and board reports and presentations incorporate emerging special education trends and innovative strategies to continually improve all schools in the district.*
 - ***Evidence:** Professional learning activities incorporate emerging special education trends, and innovative strategies.*
 - ***Evidence:** Robust, comprehensive improvement plans for the district and each school are based on current information on student progress and achievement, with specific goals and benchmarks aligned with state and national indicators of quality and best practice for students with disabilities.*
 - ***Evidence:** Multiple data sources and evidence are used and clearly explained in superintendents reports and school or district recommendations.*
 - ***Evidence:** School or district reports routinely provide information regarding activities to engage the family and community on student needs, successes, and challenges.*
 - ***Evidence:** Board reports provide information on school and district accountability and accreditation (NDE Rules 2, 3, 6, 10, 11, 13, 14, 15, 17, 18, 19, 21, 24, 25, 27, 51, 52, 53, 55, 91, and 92); and district policies, procedures, and practices align with state and national expectations of accreditation and accountability.*
 - ***Evidence:** Board policies and procedures define a system of accountability and reports or presentations keep the superintendent,*

board and community informed about district and school accountability.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of innovation or continuous improvement</i> ● <i>Little or no evidence of student information guiding decision-making</i> ● <i>Little or no evidence of use of quality indicators to guide district planning or practice</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of continuous improvement and innovation</i> ● <i>Student information is used to guide decision-making</i> ● <i>Some quality indicators/accreditation standards guide district planning and practice</i> 	<ul style="list-style-type: none"> ● <i>Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process</i> ● <i>Information on student progress and achievement is used for planning and decision-making</i> ● <i>Alignment between district and state quality indicators for accreditation and accountability</i> 	<ul style="list-style-type: none"> ● <i>Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation</i> ● <i>Comprehensive and current information on student progress and achievement is available and utilized in decision-making</i> ● <i>Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability</i>



EFFECTIVE PRACTICE: Teaching and Learning

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

Indicators and Evidence

- Ensures the implementation of a coherent system of curriculum, instruction, assessment and supports that align with the district's shared vision and direction; and that the result is culturally responsive and embodies high expectations.
 - Communicates high expectations for student learning and success that is accomplished by a data-informed approach that produces effective results.
 - Ensures district/school special education processes, services, and programs are evidence-based and innovative.
 - Provide learning experiences and opportunities that lead all students to success at the next level.
 - Engages stakeholders in the development and review of special education processes, services, and programs; and, ensures programmatic expectations are available for review.
 - Monitors, evaluates, and supports the implementation of evidence-based special education processes, services, and programs.
-
- **Evidence:** *District special education processes, services, and program expectations have been board approved and are available for review.*
 - **Evidence:** *Information on general instructional practices or an instructional framework and accommodations for special education students is available for review.*
 - **Evidence:** *District assessment and grading practices and accommodations for special education students are approved and available for review.*
 - **Evidence:** *District or school improvement plans clearly articulate data-informed high expectations that are incorporated into the special education processes, services and programs of the district and school(s).*
 - **Evidence:** *Superintendent reports, presentations and student achievement data reflect that processes are in place to ensure special education processes, services and programs are developed using evidence-based and innovative practices.*



- **Evidence:** *Special education processes, services, and programs are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead students with disabilities to success at the next level.*
- **Evidence:** *District special education processes, services, and program expectations are available for review by students, parents, and the community.*
- **Evidence:** *Processes for student, parent, and community input is identified in district special education processes, services, and programs.*
- **Evidence:** *Superintendent reports and presentation, as well as district procedures and practices, reflect the use of strategies to monitor and evaluate special education processes, services, and programs.*
- **Evidence:** *Reports, presentation and communication with parents highlight implementation progress of special education services and programs.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of a coherent system of curriculum, instruction, assessment and systems to support students with disabilities</i> ● <i>Little or no evidence of high expectations of student achievement</i> ● <i>Little or no evidence of programmatic or curriculum review or input</i> ● <i>Little or no evidence of consistency or continual improvement of special education programs or processes</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of a coherent system of curriculum, instruction, assessment and systems to support students with disabilities</i> ● <i>Some evidence of high expectations of student achievement</i> ● <i>Some evidence of programmatic or curriculum review or input</i> ● <i>Some evidence of consistency or continual improvement of special education programs or processes</i> 	<ul style="list-style-type: none"> ● <i>Evidence of a coherent system of curriculum, instruction, and assessment and systems to support students with disabilities</i> ● <i>High expectations are clearly and consistently communicated and monitored</i> ● <i>Evidence of programmatic or curriculum review or input</i> ● <i>Evidence of consistency or continual improvement of special education programs or processes</i> 	<ul style="list-style-type: none"> ● <i>Evidence and clear documentation of a coherent system of curriculum, instruction, assessment, and systems to support students with disabilities</i> ● <i>Evidence of data-informed high expectations of student achievement including processes to monitor progress of students with disabilities</i> ● <i>Evidence of programmatic or curriculum review and input from students, parents, and teachers</i> ● <i>Evidence of consistency or continual improvement of special education programs or processes with input from key stakeholders</i>



EFFECTIVE PRACTICE: Personnel Leadership

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

Indicators and Evidence

- Ensures the necessary special education personnel and financial resources are allocated to achieve the district's shared vision, strategic direction, and special education goals.
- Implements human resource systems and processes that support the special education needs of the district:
 - recruitment, hiring, and induction practices support special education needs of the district;
 - evidence-based evaluation processes support the special education needs of the district; and,
 - special education personnel are prioritized and deployed to ensure educational opportunities are maximized for all students with disabilities.
- Creates a comprehensive system of professional learning for all special education personnel.

- ***Evidence:** Reports, presentations and the district budget reinforce that special education personnel and financial systems are in place to achieve the district's shared vision, strategic direction, and special education goals.*
- ***Evidence:** Special education budget and hiring processes and timelines are available and communicated to the superintendent, board members, and the community.*
- ***Evidence:** Communication processes inform the superintendent, board members, and community regarding recruitment and employment opportunities for special education personnel within the school district.*
- ***Evidence:** Evaluation processes for all special education personnel are approved by the board and available for review by parents and the community.*
- ***Evidence:** Strategies for recognition and positive reinforcement of all special education personnel are used to support retention.*
- ***Evidence:** Superintendent reports, presentations, and personnel data demonstrate that district policies and procedures are in place and consistently used to support special education personnel needs in the district.*
- ***Evidence:** Short-term and long-term plans are in place to support recruitment, development and retention of special education personnel.*
- ***Evidence:** District policies, procedures and practice define professional learning expectations for all special education personnel.*
- ***Evidence:** School improvement plans delineate professional learning expectations and needs for improving achievement,*

opportunities, and success of students with disabilities.

- **Evidence:** *The administrator’s professional learning plan aligns with district needs and priorities; and, demonstrates a commitment to lifelong learning.*
- **Evidence:** *Formal processes for mentoring and coaching are in place to support all teachers in meeting the needs of students with disabilities.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan</i> • <i>Little or no evidence of short or long-term learning</i> • <i>Little or no evidence of modeling life-long learning</i> 	<ul style="list-style-type: none"> • <i>Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> • <i>Some evidence of short-term and long-term personnel planning</i> • <i>Some evidence of participation in life-long learning activities</i> 	<ul style="list-style-type: none"> • <i>Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> • <i>Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place</i> • <i>Evidence of on-going modeling of life-long learning</i> 	<ul style="list-style-type: none"> • <i>Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction</i> • <i>Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored</i> • <i>Models life-long learning by engaging and applying ongoing professional development</i>

EFFECTIVE PRACTICE: Systems Leadership and Management

The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

Indicators and Evidence

- Ensures financial and business systems, processes, and timelines are in place for special education budgeting and financial planning.
- Communicates expectations that align board and district vision with the use of physical, personnel, and financial resources of the district.
- Uses a systems approach that optimizes the use of facilities, equipment, and transportation while maintaining a focus on clean, updated, functioning, safe, and secure facilities, equipment, and vehicles.
- Identifies and resolves issues, manages conflicts, and builds consensus about the use of physical, personnel, and financial resources throughout the special education services and programs.

- **Evidence:** *Superintendent and board reports on special education budget and financial status demonstrate district policies, procedures, practices, and timelines are aligned with effective use of business processes and systems.*
- **Evidence:** *Reports and presentations on use of physical, personnel, and financial resources prioritize student learning and student success and reflect an alignment with the district's shared vision, strategic direction, and goals.*
- **Evidence:** *Short-term and long-term plans for facilities and equipment reflect the school or district special education needs.*
- **Evidence:** *Facilities and equipment used for special education services and programs are clean, updated, safe, and secure.*
- **Evidence:** *Schools, programs, and classrooms are inviting, engaging, and student-centered.*
- **Evidence:** *District policies, procedures, and practices define processes for handling conflict, and routine communication keeps the superintendent informed of operational issues and the resolution of such issues relative to special education services, programs, students, and families.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Business processes are out-of-date and not clearly linked to student learning and success</i> • <i>Facilities and equipment, and transportation are not up-to-date, clean, safe, and secure</i> • <i>Little evidence of building consensus, managing conflict, and resolving operational issues</i> 	<ul style="list-style-type: none"> • <i>Most business processes in place and using current best practices but not clearly linked to student learning and success</i> • <i>Some evidence of facility/transportation planning, with fairly clean and safe facilities</i> • <i>Manages operational issues with little or no conflict</i> 	<ul style="list-style-type: none"> • <i>Business processes are in place using current best practices with a clear priority on student learning and success</i> • <i>Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure</i> • <i>Manages operational issues with little or no conflict and builds some consensus</i> 	<ul style="list-style-type: none"> • <i>Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success</i> • <i>Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles</i> • <i>Identifies and resolves operational issues, manages conflict, and builds consensus</i>

EFFECTIVE PRACTICE: Equity, Climate, and Culture

The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators and Evidence

- Co-creates a school system in which shared vision on equity and equitable practices are the norm.
- Develops special education processes, services and programs that support the academic, physical, social, and emotional growth of all students with disabilities.
- Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and all students.

- **Evidence:** District practices, including communication plans and community/student/staff surveys of climate and culture, reinforce a shared vision of equity and equitable practices relative to special education services, programs, student needs, and student opportunities.
- **Evidence:** District special education processes, services, and programs clearly support the academic, physical, social, and emotional growth of all students with disabilities.
- **Evidence:** When interacting with the superintendent, board, staff, students, parents, and the community, the administrator uses oral and written communication strategies and problem solving strategies that convey a positive and responsive culture of high expectations.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of a shared vision on equity or equitable practices</i> • <i>Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust</i> • <i>Little or no evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> • <i>Some evidence of shared vision on equity and equitable practices</i> • <i>Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust</i> • <i>Some evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> • <i>Shared vision on equity and equitable practices is evident through professional learning</i> • <i>Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures</i> • <i>Communication processes promote a culture of high expectations for self, staff, and all students</i> 	<ul style="list-style-type: none"> • <i>Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey</i> • <i>Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey</i> • <i>Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students</i>

EFFECTIVE PRACTICE: Leadership, Conduct, and Professional Growth

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

Indicators and Evidence

- Leads with enthusiasm, fairness, dignity, and respect.
 - Ensures consistent implementation of policy and practice.
 - Models and articulates ethical behavior.
 - Consistently holds self and others in the district accountable for demonstrating integrity and ethical behavior.
 - Engages in professional learning and leadership opportunities that model continuous improvement needs of self and the organization.
-
- **Evidence:** *When communicating with the superintendent, board, staff, students, parents, and the community, the administrator conveys fairness, dignity, and respect with enthusiasm and positivity*
 - **Evidence:** *District policies and procedures guide the decision-making process to be just, fair, and equitable.*
 - **Evidence:** *When communicating with the superintendent, board, staff, students, parents, and the community, the administrator uses communication strategies and problem-solving strategies to inform just, fair, and equitable decisions.*
 - **Evidence:** *District policies and procedures are grounded in an ethical framework, and the administrator models and leads with integrity and ethical behavior.*
 - **Evidence:** *District policies and procedures are grounded in an ethical framework, and the administrator holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.*
 - **Evidence:** *The administrator's professional learning plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Does not demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not appear to be just, fair, or equitable</i> • <i>Does not model or hold others accountable for demonstrating ethical behavior</i> • <i>Does not participate in professional development or leadership activities</i> 	<ul style="list-style-type: none"> • <i>Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not consistently appear to be just, fair or equitable</i> • <i>Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior</i> • <i>Participates in some professional development.</i> 	<ul style="list-style-type: none"> • <i>Demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Most decisions appear to be just, fair, or equitable</i> • <i>Models ethical behavior and generally holds others accountable for demonstrating ethical behavior</i> • <i>Participates in professional development that is aligned with district vision and direction</i> 	<ul style="list-style-type: none"> • <i>Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Decisions consistently appear to be just, fair, and equitable</i> • <i>Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior</i> • <i>Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community</i>



Executive Director/Director Evaluation

Executive Director/Director:

Date:

Evaluator:

<p>EFFECTIVE PRACTICE: Shared Vision and Strategic Direction The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>EFFECTIVE PRACTICE: Board, Policy, and the Education System The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>EFFECTIVE PRACTICE: Collaboration with Families and Community The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<p>EFFECTIVE PRACTICE: Continuous Improvement and Accountability The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.</p>			



Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Teaching and Learning The administrator ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Personnel Leadership The administrator effectively uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to student success.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Systems Leadership and Management The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: Equity, Climate, and Culture The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Leadership, Conduct, and Professional Growth The administrator leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in			



professional learning opportunities; and, models continuous improvement.

Unsatisfactory

Basic

Proficient

Distinguished

Narrative (required for basic and unsatisfactory ratings):

SUMMARY OF EVALUATION

This section will highlight the overall strengths and areas for growth within the Superintendent Evaluation. If the overall rating is *unsatisfactory* or *basic*, an improvement plan or recommendations for improvement are required.

Unsatisfactory

Basic

Proficient

Distinguished

Narrative:

Student Services Signature: _____

Date: _____

Superintendent Signature: _____

Date: _____



Ralston
PUBLIC SCHOOLS

Curriculum Administrator Evaluation System

Board of Education Policy: 4030
AdvancED Standard: Leadership Capacity

4030 Evaluation of Certified Employees

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

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

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

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certificated employees whose classes are held during defined periods of time (e.g., high school classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods, consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

Additional evaluations, both formal and informal, may be conducted as the administration deems appropriate.

This policy and the evaluation instrument shall be distributed to staff members upon their employment and annually thereafter.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

Executive Director/Director Evaluation Process

Probationary administrators shall be observed and evaluated at least once each semester. Permanent or tenured administrators shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the administrator or at the discretion of the primary evaluator. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes. A formative evaluation will be completed in the middle of the year and a summative evaluation will be completed at the end of the year. Each administrator will complete an *Individual Professional Development Plan* annually. The *Individual Professional Development Plan* will include identifying one or two specific and measurable goals based on the effective practices, and then developing a plan to achieve the desired goal. An *unsatisfactory* rating in one of the effective practices will require an individual to be placed on a plan of assistance. All required documents will be shared with the administrator being evaluated and will be kept on file in the Office of the Superintendent.

Evaluation Definitions:

The following definitions are to assist the individual completing the evaluation with understanding the rubrics associated with the standards and indicators. Evidence and artifacts are used to complete an effective evaluation.

Unsatisfactory: There is little or no evidence of the standards and indicators being implemented or accomplished.

Basic: There is evidence of some standards and indicators being implemented or accomplished. Identified indicators may not be at the desired level of the board. These indicators may not be fully developed or consistently implemented.

Proficient: There is evidence that supports the standards and indicators are being fully implemented.

Distinguished: The evidence of the implementation exceeds the expectations of the board relative to the effective practices or indicators.

Narratives on rating and evidence: Narratives should relate to the effective practices, indicators, or evidence and provide clear guidance or commendation.

Performance Goals: Specific, measurable performance goals that will be accomplished during the year. The goals may be tied to the district's shared vision and strategic direction or may be a priority area identified by the superintendent or the board.

Improvement Plan: If there are effective practices and indicators toward which the superintendent needs improvement or

development, the board may require specific action for improvement on those effective practices and indicators.

Effective Practices

There are nine effective practices within the framework. The evaluator will rate performance by category. The effective practices are intended to serve as guidance for the evaluatee and evaluator in determining professional performance, growth, and points of emphasis. It should be understood that the evaluatee will have areas of strength and growth. The evaluator will make an overall performance determination based on the nine effective practices in the superintendent evaluation system.

- **Shared Vision and Strategic Direction**

The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

- **Board, Policy, and the Education System**

The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

- **Collaboration with Families and Community**

The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

- **Continuous Improvement and Accountability**

The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

- **Teaching and Learning**

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

- **Personnel Leadership**

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

- **Systems Leadership and Management**

The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

- **Equity, Climate, and Culture**

The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

- **Leadership, Conduct, and Professional Growth**

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

Effective Practices, Indicators, and Evidence Rubric

EFFECTIVE PRACTICE: Shared Vision and Strategic Direction

The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

Indicators and Evidence

- Develops and implements curriculum, instruction, and assessment processes that support the district's shared vision, strategic direction; and, guides the district into ensuring high expectations for student learning and success.
- Provides leadership to ensure that curriculum, instruction, and assessment processes support the current and future needs of the district and school community.
- Engages the board, superintendent, and stakeholders within the district and school community in understanding the curriculum, instruction, and assessment process needs for implementing the district's shared vision, strategic direction, and goals.

- **Evidence:** *Documentation of curriculum, instruction and assessment processes are aligned with the district's shared vision, strategic direction, and goals which ensure high expectations of student learning and success.*
- **Evidence:** *Documentation of curriculum, instruction, and assessment processes support the current and future needs of the district and school community.*
- **Evidence:** *Presentations and updates illustrate the relationship between the district's shared vision, strategic direction, goals and curriculum, instruction, and assessment.*
- **Evidence:** *Meetings and surveys solicit input and feedback on curriculum, instruction, and assessment from stakeholders and constituents.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Alignment with shared vision and strategic direction are not documented</i> ● <i>No evidence of curriculum and instructional processes in place or aligned with current and future needs</i> ● <i>Stakeholders have no or limited engagement in the vision/direction of curriculum, instruction, and assessment</i> 	<ul style="list-style-type: none"> ● <i>Alignment with vision or direction is documented</i> ● <i>Some evidence curriculum and instructional processes in place and aligned with current and future needs</i> ● <i>Some evidence of stakeholder engagement in the vision/direction for curriculum, instruction, and assessment</i> 	<ul style="list-style-type: none"> ● <i>Vision and direction are aligned and used to guide curriculum, instruction, and assessment</i> ● <i>Evidence curriculum and instructional processes are in place and aligned with current and future needs</i> ● <i>Evidence of engagement with stakeholders in development and implementation of vision/direction for curriculum, instruction, and assessment</i> 	<ul style="list-style-type: none"> ● <i>Vision and direction are aligned and include measurable outcomes tied to curriculum, instruction and assessment</i> ● <i>Evidence that curriculum and instructional processes are accessible to stakeholders and are clearly aligned with current and future needs</i> ● <i>Evidence of processes in place to ensure routine engagement with stakeholders in development and implementation of vision/direction for curriculum, instruction, and assessment</i>

EFFECTIVE PRACTICE: Board, Policy, and the Education System

The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

Indicators and Evidence

- Actively and continually fosters superintendent, board, and community relationships; and, keeps the superintendent and board informed and engaged on all aspects of curriculum, instruction, and assessment.
- Proactively responds to district needs and policy priorities.
- Provides leadership in the development, implementation, and monitoring of policies, procedures and best practices in curriculum, instruction, and assessment.
- Stays current on, responds to, and advocates for state or federal policies, as needed to support the district's shared vision, strategic direction, and goals.
- Collaboratively works to influence local, district, state, and national policies impacting student learning.

- ***Evidence:** Board agendas and communication keep the superintendent and board members informed on all aspects of curriculum, instruction, and assessment in the district.*
- ***Evidence:** Processes are in place to solicit input from community and the board on curriculum, instruction, and assessment.*
- ***Evidence:** Board agendas, reports, and communication are used to inform the superintendent, board and community members on district curriculum, instruction, and assessment needs and policy priorities.*
- ***Evidence:** Board policies, procedures, and practices on curriculum, instruction, and assessment are current, aligned with state and local policy, and keep the district in compliance with state and federal regulations.*
- ***Evidence:** Reports to superintendent, staff and board, reflect up-to-date information on state or federal curriculum, instruction, and assessment policy, as needed.*
- ***Evidence:** Superintendent reports, communication, and professional learning show evidence of engagement of key stakeholders and participation in activities that support district, state, and national policy decisions that impact curriculum, instruction, and assessment.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Limited or inconsistent communication with superintendent, board members and staff</i> ● <i>Policies are outdated, not in compliance with state or federal law, or not routinely reviewed</i> ● <i>No evidence of collaborative practice to influence decisions impacting student learning</i> 	<ul style="list-style-type: none"> ● <i>Provides updates and communicates regularly with the superintendent, board members, and staff</i> ● <i>Policies are routinely updated</i> ● <i>Uses some collaborative strategies at the local level</i> 	<ul style="list-style-type: none"> ● <i>Engages superintendent, board members, and staff in district needs and policy priorities</i> ● <i>Policies are consistently reviewed and developed to incorporate state or federal policy, as needed</i> ● <i>Some evidence of strategies to influence local, state, and national decisions</i> 	<ul style="list-style-type: none"> ● <i>Actively and consistently engages superintendent, board members, staff, and community in district needs and policy priorities</i> ● <i>Evidence of leadership in compliance, review, and development of local policies</i> ● <i>Evidence of collaborative support to influence local, state, and national decision</i>

EFFECTIVE PRACTICE: Collaboration with Families and Community

The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

Indicators and Evidence

- Provides meaningful and timely communication with stakeholders in the community regarding curriculum, instruction, and assessment needs, challenges, and accomplishments.
- Engages stakeholders in the development, implementation and improvement of curriculum, instruction, and assessment.
- Maintains a presence in the district/school community to understand its strengths and needs.
- Understands and is engaged with community needs, priorities, and resources.
- Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.

- **Evidence:** Newsletters, newspaper articles, web articles, and other digital and social media incorporate curriculum, instruction, and assessment.
- **Evidence:** Development and implementation of activities related to curriculum, instruction, and assessment includes input from students, parents and community.
- **Evidence:** Documentation of participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys relative to curriculum, instruction, and assessment.
- **Evidence:** Community surveys, data on community needs, and community engagement activities incorporate curriculum, instruction, and assessment information and needs.
- **Evidence:** Curriculum, instruction and assessment reports, presentations, and updates reflect collaboration within the organization.
- **Evidence:** Curriculum, instruction, and assessment activities, and professional learning reinforce collaboration between administrators and teachers.
- **Evidence:** Curriculum and school improvement planning are developed with collaborative input through engagement of administrators, teachers, and the community.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of collaboration in the organization</i> ● <i>Little or no evidence of consistent communication with stakeholders</i> ● <i>Little or no evidence of engagement with community organizations, or community activities</i> ● <i>Little or no evidence of identification of community needs, priorities, or resources</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of collaboration in the organization</i> ● <i>Communication of current happenings with the community through newsletters and/or district website</i> ● <i>Participates in some community organizations or activities such as the Chamber and service organizations</i> ● <i>Demonstrates awareness of community needs, priorities, and resources</i> 	<ul style="list-style-type: none"> ● <i>Routinely collaborates with board members, superintendent, and staff</i> ● <i>Routinely uses oral and written communication strategies with the community regarding school activities and student achievement</i> ● <i>Actively involved in community organizations or activities, such as the Chamber, or service organizations</i> ● <i>Recognizes some community needs, priorities, or resources in the district and school planning.</i> ● <i>Ensures engagement of the school community</i> 	<ul style="list-style-type: none"> ● <i>Models collaboration and supports staff collaboration throughout the organization</i> ● <i>Engages community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement</i> ● <i>Provides leadership and active participation in community organizations or activities such as the Chamber, or service organizations</i>

EFFECTIVE PRACTICE: Continuous Improvement and Accountability

The administrator promotes student success through a focused and clearly articulated process of accountability and a culture of continuous improvement.

Indicators and Evidence

- Systematically reviews, anticipates, and analyzes emerging curriculum, instruction, or assessment trends and innovative strategies to continually improve all elements of the system.
 - Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
 - Makes informed recommendations to the superintendent and decisions are based on evidence and multiple data sources.
 - Engages families and communities on student needs, successes, and challenges on a regular basis.
 - Aligns the district curriculum, instruction, and assessment processes with state and national indicators of quality, accreditation, and accountability through a model of continuous improvement.
 - Demonstrates a responsibility to accountability by modeling and ensuring everyone is held accountable for student learning and success.
-
- ***Evidence:** Reports and presentations keep the superintendent and board informed of emerging trends and innovative strategies to continually improve all schools in the district.*
 - ***Evidence:** Robust, comprehensive, and strategic improvement plans for the district and each school are based on comprehensive and current information on student progress and achievement, with specific goals and strategies linked to curriculum, instruction, and assessment needs and practices in the district.*
 - ***Evidence:** Multiple data sources and evidence are used and clearly explained in reports and recommendations.*
 - ***Evidence:** School or district reports routinely provide information regarding curriculum, instruction, and assessment activities designed to inform or engage the family and community on student needs, successes, and challenges.*
 - ***Evidence:** Board and superintendent reports provide information on school and district accountability and accreditation; and district policies, procedures, and practices align with state and national expectations of accreditation and accountability.*
 - ***Evidence:** Board policies and procedures define a system of accountability, and reports and presentations keep the superintendent, board, and community informed about district and school accountability.*

Unsatisfactory	Basic	Proficient	Distinguished
• <i>Little or no evidence of</i>	• <i>Some evidence of</i>	• <i>Evidence of the use of</i>	• <i>Strategic, comprehensive</i>

<p><i>innovation or continuous improvement</i></p> <ul style="list-style-type: none"> • <i>Little or no evidence of student information guiding decision-making</i> • <i>Little or no evidence of use of quality indicators to guide district planning or practice</i> 	<p><i>continuous improvement and innovation</i></p> <ul style="list-style-type: none"> • <i>Some student information is used to guide decision-making</i> • <i>Some quality indicators/accreditation standards guide district planning and practice</i> 	<p><i>some systematic review or emerging trends and innovation in continuous improvement process</i></p> <ul style="list-style-type: none"> • <i>Information on student progress and achievement is used for planning and decision-making</i> • <i>Alignment between district and state quality indicators for accreditation and accountability</i> 	<p><i>continuous improvement process incorporating emerging trends and innovation</i></p> <ul style="list-style-type: none"> • <i>Comprehensive and current information on student progress and achievement is available and utilized in decision-making</i> • <i>Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability</i>
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EFFECTIVE PRACTICE: Teaching and Learning

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

Indicators and Evidence

- Ensures the implementation of a coherent system of curriculum, instruction, and assessment that aligns with the district's shared vision, strategic direction, and goals; and, that the result is culturally responsive and embodies high expectations.
- Communicates high expectations for student learning and success that is accomplished by a data-informed approach that produces effective results.
- Ensures district/school curriculum, instruction and assessment processes and programs are research-based and innovative.
- Provides learning experiences and opportunities that lead all students to success at the next level.
- Engages stakeholders in the development and review of curriculum, instruction, and assessment processes and programs; and, ensures curricular and programmatic expectations are available for review.
- Monitors, evaluates, and supports the implementation of evidence-based instructional practices.
- Ensures a balanced approach to assessment.
- Builds capacity of teachers and principals to develop and implement curriculum and instruction with fidelity.

- **Evidence:** District curricular and instructional program expectations have been superintendent and/or board approved, and are available for review.
- **Evidence:** Information on general instructional practices or an instructional framework is available for review.
- **Evidence:** District assessment and grading practices are superintendent and/or board approved, and available for review.
- **Evidence:** District or school improvement plans clearly articulate data-informed high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).
- **Evidence:** Superintendent reports, presentations, and student achievement data reflect that processes are in place to ensure curriculum and programs are developed using evidence-based and innovative practices.

- **Evidence:** Curriculum, instruction, and assessment procedures and programs are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead all students to success at the next level.
- **Evidence:** District curriculum and program expectations are available for review; and, a process for student, parent, and community input is identified in district policy, procedures, or practices.
- **Evidence:** Superintendent reports and presentations, as well as district procedures and practices, reflect the teacher's use of high expectations and instructional best practices.
- **Evidence:** Formative and summative assessment is aligned and periodically reviewed and shared with board, superintendent, students, and parents.
- **Evidence:** Best practices are in place to minimize the amount of instructional time utilized for assessment.
- **Evidence:** Processes are in place to ensure curriculum is meeting learner needs in the 21st century.
- **Evidence:** Processes are in place to ensure consistent implementation of curriculum and instructional practices across grade levels and schools.

Unsatisfactory

Basic

Proficient

Distinguished

<ul style="list-style-type: none"> • <i>Little or no evidence of high expectations of student achievement</i> • <i>Little or no evidence of a written curriculum</i> • <i>Little or no evidence of programmatic or curriculum review or input</i> • <i>Little or no evidence of consistency or continual improvement of instructional practices</i> 	<ul style="list-style-type: none"> • <i>Some evidence of high expectations of student achievement</i> • <i>Written curriculum is evident in most subject areas</i> • <i>Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community</i> • <i>Instructional and assessment practices have some consistency and some on-going improvement</i> 	<ul style="list-style-type: none"> • <i>High expectations are clearly and consistently communicated and monitored</i> • <i>Written curriculum is developed, monitored, and adjusted</i> • <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community</i> • <i>Instructional and assessment processes and practices are monitored for consistency</i> 	<ul style="list-style-type: none"> • <i>Data-driven high expectations of student achievement and monitoring of progress</i> • <i>Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted</i> • <i>Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input</i> • <i>Instructional and assessment processes are monitored for consistency and enhanced with best practices</i>
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EFFECTIVE PRACTICE: Personnel Leadership

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

Indicators and Evidence

- Ensures the necessary personnel have the capacity to achieve the district's shared vision, strategic direction, and goals.
- Implements human resource systems and processes that support the curriculum, instruction, and assessment needs of the district.
- Creates a comprehensive system of professional learning for all personnel directly involved with teaching and learning.

- ***Evidence:** Reports and presentations on curriculum, instruction, assessment and professional learning training align with the district's shared vision, strategic direction, and goals.*
- ***Evidence:** Curriculum development and assessment processes and timelines are available and communicated to the superintendent, board, and the community.*
- ***Evidence:** Evidence-based evaluation processes support the curriculum, instruction, and assessment needs of the district.*
- ***Evidence:** Personnel decisions are prioritized and deployed to ensure educational opportunities are maximized for all students.*
- ***Evidence:** School improvement plans delineate professional learning expectations and needs for improving student achievement and success*
- ***Evidence:** The administrator's professional learning plan aligns with district needs and priorities and demonstrates a commitment to life-long learning.*
- ***Evidence:** Formal processes for mentoring and coaching are in place to support teaching and learning.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan</i> • <i>Little or no evidence of short-term and long-term personnel planning to support curriculum, instruction, or assessment needs of the district</i> • <i>Little or no evidence of modeling life-long learning</i> 	<ul style="list-style-type: none"> • <i>Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> • <i>Some evidence of short-term and long-term personnel planning to support curriculum, instruction, or assessment needs of the district</i> • <i>Some evidence of participation in life-long learning activities</i> 	<ul style="list-style-type: none"> • <i>Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> • <i>Short-term and long-term planning that address induction, development, evaluation, and retention of high-performing diverse staff is in place to support curriculum, instruction or assessment needs of the district</i> • <i>Evidence of on-going modeling of life-long learning</i> 	<ul style="list-style-type: none"> • <i>Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction</i> • <i>Short-term and long-term planning that address induction, development, evaluation, and retention of high-performing diverse staff to support curriculum, instruction or assessment needs of the district is in place, reviewed, and monitored</i> • <i>Models life-long learning by engaging and applying ongoing professional development</i>

EFFECTIVE PRACTICE: Systems Leadership and Management

The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

Indicators and Evidence

- Ensures business and financial planning processes, and timelines are in place to support and adopt curriculum, instruction, and assessment.
- Communicates expectations that align board and district vision with the use of physical, personnel, and financial resources of the district.
- Uses a systems approach that optimizes the use of facilities and equipment for instructional purposes, while maintaining a focus on clean, updated, safe, and secure facilities and equipment.
- Identifies and resolves issues, manages conflicts, and builds consensus about the use of physical, personnel, and financial resources.

- ***Evidence:** Documentation on budget and financial status demonstrate district policies, procedures, and practices are aligned with effective support for curriculum, instruction, and assessment.*
- ***Evidence:** Documentation of use of personnel and financial resources that prioritize student learning and student success and reflect an alignment with the district’s shared vision, strategic direction, and goals.*
- ***Evidence:** District policies, procedures, and practices define processes for handling conflict, and routine communication keeps the superintendent informed of financial and operational issues and resolution of such issues.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Business processes are out-of-date and not clearly linked to student</i> 	<ul style="list-style-type: none"> ● <i>Most business processes in place and using current best practices but not</i> 	<ul style="list-style-type: none"> ● <i>Business processes are in place using current best practices with a clear</i> 	<ul style="list-style-type: none"> ● <i>Business processes are in place using current best practices and are</i>

<p><i>learning and success</i></p> <ul style="list-style-type: none">• <i>Little evidence of building consensus, managing conflict, and resolving operational issues</i>	<p><i>clearly linked to student learning and success</i></p> <ul style="list-style-type: none">• <i>Manages operational issues with little or no conflict</i>	<p><i>priority on student learning and success</i></p> <ul style="list-style-type: none">• <i>Manages operational issues with little or no conflict and builds some consensus</i>	<p><i>organized and reported to clearly link with the priority of student learning and success</i></p> <ul style="list-style-type: none">• <i>Identifies and resolves operational issues, manages conflict, and builds consensus</i>
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EFFECTIVE PRACTICE: Equity, Climate, and Culture

The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators and Evidence

- Co-creates a school system in which shared vision on equity and equitable practices are the norm.
- Develops curriculum, instruction, and assessment processes and programs that support the academic, physical, social, and emotional growth of all students.
- Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and all students.

- **Evidence:** District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.
- **Evidence:** District curriculum, instruction, and assessment policies, procedures, practices and programs clearly support the academic, physical, social, and emotional growth of all students.
- **Evidence:** When interacting with the superintendent, board, staff, students, parents, and the community, the administrator uses oral and written communication strategies and problem solving strategies that convey a positive and responsive culture of high expectations.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of a shared vision on equity or equitable practices</i> ● <i>Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust</i> ● <i>Little or no evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of shared vision on equity and equitable practices</i> ● <i>Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust</i> ● <i>Some evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> ● <i>Shared vision on equity and equitable practices is evident through professional learning</i> ● <i>Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures</i> ● <i>Communication processes promote a culture of high expectations for self, staff, and all students</i> 	<ul style="list-style-type: none"> ● <i>Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey</i> ● <i>Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey</i> ● <i>Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students</i>

EFFECTIVE PRACTICE: Leadership, Conduct, and Professional Growth

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

Indicators and Evidence

- Leads with enthusiasm, fairness, dignity, and respect.
 - Ensures consistent implementation of policy and practice.
 - Models and articulates ethical behavior.
 - Consistently holds self and others in the district accountable for demonstrating integrity and ethical behavior.
 - Engages in professional learning and leadership opportunities that model continuous improvement needs of self and the organization.
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- ***Evidence:** When communicating with the superintendent, board, staff, students, parents, and the community, the curriculum administrator conveys fairness, dignity, and respect with enthusiasm and positivity*
 - ***Evidence:** District policies and procedures guide the decision-making process to be just, fair, and equitable.*
 - ***Evidence:** When communicating with superintendent, board, staff, students, parents, and the community, the curriculum administrator uses communication strategies and problem-solving strategies to inform just, fair, and equitable decisions.*
 - ***Evidence:** District policies and procedures are grounded in an ethical framework, and the curriculum administrator models and leads with integrity and ethical behavior.*
 - ***Evidence:** District policies and procedures are grounded in an ethical framework, and the curriculum administrator holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.*
 - ***Evidence:** The administrator's professional learning plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership.*

Unsatisfactory

Basic

Proficient

Distinguished

<ul style="list-style-type: none">• <i>Does not demonstrate dignity or respect when communicating with students, staff, families, or community members</i>• <i>Decisions do not appear to be just, fair, or equitable</i>• <i>Does not model or hold others accountable for demonstrating ethical behavior</i>• <i>Does not participate in professional development or leadership activities</i>	<ul style="list-style-type: none">• <i>Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members</i>• <i>Decisions do not consistently appear to be just, fair or equitable</i>• <i>Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior</i>• <i>Participates in some professional development.</i>	<ul style="list-style-type: none">• <i>Demonstrates dignity and respect when communicating with students, staff, families, or community members</i>• <i>Most decisions appear to be just, fair, or equitable</i>• <i>Models ethical behavior and generally holds others accountable for demonstrating ethical behavior</i>• <i>Participates in professional development that is aligned with district vision and direction</i>	<ul style="list-style-type: none">• <i>Consistently demonstrates, enthusiasm, fairness, dignity, and respect when communicating with students, staff, families, or community members</i>• <i>Decisions consistently appear to be just, fair, and equitable</i>• <i>Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior</i>• <i>Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community</i>
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Executive Director/Director Evaluation

Executive Director/Director:

Date:

Evaluator:

EFFECTIVE PRACTICE: Shared Vision and Strategic Direction			
The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Board, Policy, and the Education System			
The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Collaboration with Families and Community			
The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: Continuous Improvement and Accountability			
The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			

EFFECTIVE PRACTICE: Teaching and Learning

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

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

EFFECTIVE PRACTICE: Personnel Leadership

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

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

EFFECTIVE PRACTICE: Systems Leadership and Management

The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative (required for basic and unsatisfactory ratings):

EFFECTIVE PRACTICE: Equity, Climate, and Culture

The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

EFFECTIVE PRACTICE: Leadership, Conduct, and Professional Growth

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

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative (required for basic and unsatisfactory ratings):

SUMMARY OF EVALUATION

This section will highlight the overall strengths and areas for growth within the Superintendent Evaluation. If the overall rating is *unsatisfactory* or *basic*, an improvement plan or recommendations for improvement are required.

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

Curriculum Administrator Signature: _____

Date: _____

Superintendent Signature: _____

Date: _____



Ralston
PUBLIC SCHOOLS

Business Administrator Evaluation System

Board of Education Policy: 4030
AdvancED Standard: Leadership Capacity



4030 Evaluation of Certified Employees

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

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

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

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certificated employees whose classes are held during defined periods of time (e.g., high school classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods, consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

Additional evaluations, both formal and informal, may be conducted as the administration deems appropriate.

This policy and the evaluation instrument shall be distributed to staff members upon their employment and annually thereafter.



Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

Executive Director/Director Evaluation Process

Probationary administrators shall be observed and evaluated at least once each semester. Permanent or tenured administrators shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the administrator or at the discretion of the primary evaluator. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes. A formative evaluation will be completed in the middle of the year and a summative evaluation will be completed at the end of the year. Each administrator will complete an *Individual Professional Development Plan* annually. The *Individual Professional Development Plan* will include identifying one or two specific and measurable goals based on the effective practices, and then developing a plan to achieve the desired goal. An *unsatisfactory* rating in one of the effective practices will require an individual to be placed on a plan of assistance. All required documents will be shared with the administrator being evaluated and will be kept on file in the Office of the Superintendent.

Evaluation Definitions:

The following definitions are to assist the individual completing the evaluation with understanding the rubrics associated with the standards and indicators. Evidence and artifacts are used to complete an effective evaluation.

Unsatisfactory: There is little or no evidence of the standards and indicators being implemented or accomplished.

Basic: There is evidence of some standards and indicators being implemented or accomplished. Identified indicators may not be at the desired level of the board. These indicators may not be fully developed or consistently implemented.

Proficient: There is evidence that supports the standards and indicators are being fully implemented.

Distinguished: The evidence of the implementation exceeds the expectations of the board relative to the effective practices or indicators.

Narratives on rating and evidence: Narratives should relate to the effective practices, indicators, or evidence and provide clear guidance or commendation.

Performance Goals: Specific, measurable performance goals that will be accomplished during the year. The goals may be tied to the district's shared vision and strategic direction or may be a priority area identified by the superintendent or the board.



Improvement Plan: If there are effective practices and indicators toward which the superintendent needs improvement or development, the board may require specific action for improvement on those effective practices and indicators.

Effective Practices

There are nine effective practices within the framework. The evaluator will rate performance by category. The effective practices are intended to serve as guidance for the evaluatee and evaluator in determining professional performance, growth, and points of emphasis. It should be understood that the evaluatee will have areas of strength and growth. The evaluator will make an overall performance determination based on the nine effective practices in the superintendent evaluation system.



- **Shared Vision and Strategic Direction**

The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

- **Board, Policy, and the Education System**

The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

- **Collaboration with Families and Community**

The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

- **Continuous Improvement and Accountability**

The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

- **Teaching and Learning**

The administrator ensures proper resources for student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

- **Personnel Leadership**

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

- **Systems Leadership and Management**

The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

- **Equity, Climate, and Culture**

The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

- **Leadership, Conduct, and Professional Growth**

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



Effective Practices, Indicators, and Evidence Rubric

EFFECTIVE PRACTICE: Shared Vision and Strategic Direction

The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

Indicators and Evidence

- Develops and implements financial planning and business processes that support the district's shared vision, strategic direction, and goals; and, guides the district into ensuring high expectations for student learning and success.
- Provides leadership to ensure that finances, resources, and business processes support the current and future needs of the district and school community.
- Engages the superintendent, board, and stakeholders within the district and school community in understanding the financial commitment necessary for implementing the district's shared vision, the strategic direction, and goals.

- **Evidence:** *Documentation of financial planning and business processes align with the district's shared vision, strategic direction, and goals which support high expectations of student learning and success.*
- **Evidence:** *Documentation of financial planning and budgetary development support the current and future needs of the district and school community.*
- **Evidence:** *Presentations and updates illustrate the relationship between the district's shared vision, strategic direction, and goals with the district budget and financial needs.*
- **Evidence:** *Community engagement processes are in place to ensure broad stakeholder input in budget planning and development.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Alignment with shared vision and strategic direction are not documented</i> • <i>No evidence finances, resources or business processes support current and future needs</i> • <i>Stakeholders have no or limited engagement in the vision/direction of district finances or resources</i> 	<ul style="list-style-type: none"> • <i>Alignment with vision or direction is documented</i> • <i>Some evidence finances, resources or business processes support current and future needs</i> • <i>Some evidence of stakeholder engagement in the vision/direction of district finances or resources</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are aligned and used to guide finances, resources and business processes</i> • <i>Evidence finances, resources and business processes support current and future needs</i> • <i>Evidence of engagement with stakeholders in development and implementation of vision/direction of district finances and resources</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are aligned and include measurable outcomes tied to district finances and resources</i> • <i>Evidence that district financial information is accessible to the public and are aligned with current and future needs of the district and school community</i> • <i>Evidence of processes in place to ensure routine engagement with stakeholders in development and implementation of vision/direction relative to district and school finances and resources</i>



EFFECTIVE PRACTICE: Board, Policy, and the Education System

The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

Indicators and Evidence

- Actively and continually fosters superintendent, board, and community relationships; and, keeps the superintendent and board informed on all financial aspects of the district.
- Proactively responds to district needs and policy priorities.
- Provides leadership in the development, implementation and review of fiscal and business policies, procedures, and practices.
- Stays current on, responds to, and advocates for state or federal fiscal policies, as needed to support the district's shared vision, strategic direction, and goals.
- Proactively and collaboratively works to influence local, district, state, and national policies impacting school finance.

- ***Evidence:** Board agendas and communication keep the superintendent and board members informed on all financial aspects of the district.*
- ***Evidence:** Processes are in place to solicit input from community and the board on budget planning, development, and approval.*
- ***Evidence:** Board agendas, reports, and communication are used to inform the superintendent, board and community on district financial needs and financial policy priorities.*
- ***Evidence:** Board fiscal policies, procedures, and practices are current, aligned with state and local policy, and keep the district in compliance with state and federal financial regulations.*
- ***Evidence:** Reports to superintendent, staff and board, reflect up-to-date information on state or federal financial policy, as needed.*
- ***Evidence:** Superintendent reports, communication, and professional development show evidence of engagement of key*

stakeholders and participation in activities that support district, state, and national policy decisions that impact school finance.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Limited or inconsistent communication with superintendent, board members and staff</i> • <i>Policies are outdated, not in compliance with state or federal law, or not routinely reviewed</i> • <i>No evidence of collaborative practice to influence decisions impacting student learning</i> 	<ul style="list-style-type: none"> • <i>Provides updates and communicates regularly with superintendent, board members, and staff</i> • <i>Policies are routinely updated</i> • <i>Uses some collaborative strategies at the local level</i> 	<ul style="list-style-type: none"> • <i>Engages superintendent, board members, and staff in district needs and policy priorities</i> • <i>Policies are consistently reviewed and developed to incorporate state or federal policy, as needed</i> • <i>Some evidence of strategies to influence local, state, and national decisions</i> 	<ul style="list-style-type: none"> • <i>Actively and consistently engages superintendent, board members, staff, and community in district needs and policy priorities</i> • <i>Evidence of leadership in compliance, review, and development of local policies</i> • <i>Evidence of collaborative support to influence local, state, and national decision</i>



EFFECTIVE PRACTICE: Collaboration with Community

The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

Indicators and Evidence

- Communicates regularly and openly with stakeholders in the community about district finances and business processes.
- Maintains a presence in the district/school community to understand its strengths and needs.
- Understands and is engaged with community needs, priorities, and resources.
- Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.

- ***Evidence:** Newsletters, newspaper articles, web articles, and other digital and social media incorporate school finance and business information.*
- ***Evidence:** Documentation of participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.*
- ***Evidence:** Financial reports, presentations, and updates reflect collaboration within the organization.*
- ***Evidence:** All business and financial aspects of strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Little or no evidence of collaboration in the organization • Little or no evidence of consistent communication with families and stakeholders • Little or no evidence of engagement with community organizations, or community activities • Little or no evidence of identification of community needs, priorities, or resources 	<ul style="list-style-type: none"> • Some evidence of collaboration in the organization • Some communication of school activities with families through newsletters and/or district website • Participates in some community organizations or activities such as the Chamber and service organizations • Demonstrates awareness of community needs, priorities, and resources 	<ul style="list-style-type: none"> • Routinely collaborates with board members, superintendent, and staff • Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement • Actively involved in community organizations or activities, such as the Chamber, or service organizations • Recognizes some community needs, priorities, or resources in the district and school planning. • Ensures engagement of administrators, teachers, families, and community 	<ul style="list-style-type: none"> • Models collaboration and supports staff collaboration throughout the organization • Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement • Provides leadership and active participation in community organizations or activities such as the Chamber, or service organizations



EFFECTIVE PRACTICE: Continuous Improvement and Accountability

The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

Indicators and Evidence

- Systematically reviews, anticipates, and analyzes emerging financial and business trends and innovative strategies to continually improve all elements of the system.
- Makes informed recommendations to the superintendent and board and decisions are based on evidence and multiple data sources.
- Engages the community on staff and student needs, successes, and challenges on a regular basis.
- Aligns district processes with state and national indicators of quality, compliance, and accountability.
- Demonstrates a responsibility to accountability by modeling and ensuring everyone is held accountable for student success.

- ***Evidence:** Reports and presentations keep the superintendent and board informed of emerging trends and innovative strategies to continually improve all schools in the district.*
- ***Evidence:** Robust, comprehensive, and strategic improvement plans for the district and each school are aligned with comprehensive and current financial information.*
- ***Evidence:** Multiple data sources are used and clearly explained in reports and recommendations.*
- ***Evidence:** School or district reports routinely provide information regarding activities to engage the family and community on staff and student needs, successes, and challenges.*
- ***Evidence:** Board reports provide information on school and district accountability and compliance (NDE Rules 1, 2, 3, 8, 9, 10, 46, 51, 86, 87, 89, 91, and 92); and district policies, procedures, and practices align with state and national expectations of accreditation and accountability.*
- ***Evidence:** Board policies and procedures define a system of financial accountability, and reports or presentations keep the board and community informed about district and school accountability.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of innovation or continuous improvement</i> • <i>Little or no evidence of student information guiding decision-making</i> • <i>Little or no evidence of use of quality indicators to guide district planning or practice</i> 	<ul style="list-style-type: none"> • <i>Some evidence of continuous improvement and innovation</i> • <i>Some student information is used to guide decision-making</i> • <i>Some quality indicators/accreditation standards guide district planning and practice</i> 	<ul style="list-style-type: none"> • <i>Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process</i> • <i>Information on student progress and achievement is used for planning and decision-making</i> • <i>Alignment between district and state quality indicators for accreditation and accountability</i> 	<ul style="list-style-type: none"> • <i>Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation</i> • <i>Comprehensive and current information on student progress and achievement is available and utilized in decision-making</i> • <i>Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability</i>

EFFECTIVE PRACTICE: Teaching and Learning

The administrator ensures proper resources for student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.

Indicators and Evidence

- Ensures the allocation of resources to support a coherent system of curriculum, instruction, and assessment that aligns with the district's shared vision, strategic direction, and goals; and, that the result is culturally responsive and embodies high expectations.
- Communicates high expectations for student achievement that is accomplished by a data-informed approach that produces effective results.
- Ensures district/school curriculum and programs have the financial resources to provide learning experiences and opportunities that lead all students to success at the next level.

- **Evidence:** *Financial resources are allocated to support approved district curriculum and programs.*
- **Evidence:** *District or school improvement plans clearly articulate data-informed high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).*
- **Evidence:** *Reports, presentations, and student achievement data reflect that financial and business processes are in place to ensure programs, and opportunities lead all students to success at the next level.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of allocation of resources to support high expectations of student achievement</i> • <i>Little or no evidence of support for a data-informed approach or effective results</i> • <i>Little or no evidence of district/school curriculum or programs have the financial resources for student success</i> 	<ul style="list-style-type: none"> • <i>Some evidence of allocation of resources to support high expectations of student achievement</i> • <i>Some evidence of support for a data-informed approach or effective results</i> • <i>Some evidence of district/school curriculum or programs have the financial resources for student success</i> 	<ul style="list-style-type: none"> • <i>Evidence and documentation demonstrates an allocation of resources to support high expectations of student achievement</i> • <i>Evidence and documentation demonstrates support for a data-informed approach or effective results</i> • <i>Evidence and documentation demonstrates district/school curriculum or programs have the financial resources for student success</i> 	<ul style="list-style-type: none"> • <i>Evidence, documentation, internal and external communication demonstrates an allocation of resources to support high expectations of student achievement</i> • <i>Evidence, documentation, internal and external communication demonstrates support for a data-informed approach or effective results</i> • <i>Evidence, documentation, internal and external communication demonstrates district/school curriculum or programs have the financial resources for student success</i>

EFFECTIVE PRACTICE: Personnel Leadership

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

Indicators and Evidence

- Ensures the necessary personnel and financial resources are allocated to achieve the district's shared vision, strategic direction, and goals.
- Provides financial and business leadership to support human resource systems and processes that address:
 - recruitment, hiring, and induction;
 - evaluation and retention; and
 - short-term and long-term planning reflective of personnel needs.
- Creates a comprehensive system of professional learning for financial and business personnel.

- ***Evidence:** Reports, presentations and the district budget reinforce that personnel and financial systems are in place to achieve the district's shared vision, strategic direction, and goals.*
- ***Evidence:** Budget and hiring processes and timelines are available and communicated to the superintendent, board members and the community.*
- ***Evidence:** Reports, presentations, and personnel data reflect district fiscal policies and procedures are in place and consistently used to support recruitment, hiring and induction needs in the district.*
- ***Evidence:** Short-term and long-term plans are in place to support recruitment, development and retention of all personnel.*
- ***Evidence:** Financial short-term and long-term planning supports the immediate and future personnel needs of the district.*
- ***Evidence:** District financial and business policies, procedures, and practices support professional learning.*
- ***Evidence:** School improvement plans provide justification for professional learning investments for improving student achievement.*
- ***Evidence:** The administrator's professional learning plan aligns with district needs and priorities and demonstrates a commitment to lifelong learning.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of alignment of personnel and financial resources with district strategic vision or plan</i> • <i>Little or no evidence of financial or business leadership to support human resource systems or processes</i> • <i>Little or no evidence of modeling life-long learning</i> 	<ul style="list-style-type: none"> • <i>Some evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> • <i>Some evidence of financial or business leadership to support human resource systems or processes</i> • <i>Some evidence of participation in life-long learning activities</i> 	<ul style="list-style-type: none"> • <i>Evidence of alignment of personnel and financial resource allocation to achieve district vision and direction</i> • <i>Financial support for human resources systems or processes that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place</i> • <i>Evidence of on-going modeling of life-long learning</i> 	<ul style="list-style-type: none"> • <i>Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction</i> • <i>Financial and business processes are in place, reviewed and monitored to support of human resources systems and processes that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff</i> • <i>Models life-long learning by engaging and applying ongoing professional development</i>



EFFECTIVE PRACTICE: Systems Leadership and Management

The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

Indicators and Evidence

- Ensures business processes, timelines, and systems are in place for budgeting and financial planning.
- Communicates expectations that align board and district vision with the use of physical, personnel, and financial resources of the district.
- Uses a systems approach that optimizes the use of personnel, equipment, facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles.
- Identifies and resolves issues, manages conflicts, and builds consensus regarding utilization of effective business processes, and the use of physical, personnel, and financial resources.

- ***Evidence:** Superintendent and board reports on budget and financial status demonstrate district policies, procedures, and practices align with effective use of business processes and systems in all aspects of the district's finances.*
- ***Evidence:** Reports and presentations on use of physical, personnel, and financial resources prioritize student learning and student success and reflect an alignment with the district's shared vision, strategic direction, and goals.*
- ***Evidence:** Short-term and long-term plans for personnel needs related to equipment, facilities and transportation are available and routinely updated.*
- ***Evidence:** Equipment, facilities, grounds and vehicles are well-maintained, clean, updated, safe, and secure.*
- ***Evidence:** Schools and classrooms are inviting, engaging and student-centered.*
- ***Evidence:** District policies, procedures, and practices define processes for handling conflict, and routine communication keeps the superintendent informed of financial and operational issues and resolution of such issues.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Business and financial processes are out-of-date and not clearly linked to student learning and success</i> • <i>Facilities and equipment are not up-to-date, clean, safe, and secure</i> • <i>Little evidence of building consensus, managing conflict, and resolving operational issues</i> 	<ul style="list-style-type: none"> • <i>Most business and financial processes are in place and using current best practices but not clearly linked to student learning and success</i> • <i>Some evidence of facility and equipment planning</i> • <i>Manages operational issues with little or no conflict</i> 	<ul style="list-style-type: none"> • <i>Business and financial processes are in place using current best practices with a clear priority on student learning and success</i> • <i>Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe and secure</i> • <i>Manages operational issues with little or no conflict and builds some consensus</i> 	<ul style="list-style-type: none"> • <i>Business and financial processes, timelines, and systems are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success</i> • <i>Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles</i> • <i>Identifies and resolves operational issues, manages conflict, and builds consensus</i>

EFFECTIVE PRACTICE: Equity, Climate, and Culture

The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators and Evidence

- Co-creates a school system in which shared vision on equity and equitable practices are the norm.
- Ensures financial and business processes support the academic, physical, social, and emotional growth of all students.
- Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and all students.

- ***Evidence:** Models and reinforces district practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.*
- ***Evidence:** District financial and business policies, procedures, and practices clearly support the academic, physical, social, and emotional growth of all students.*
- ***Evidence:** When interacting with the superintendent, board, staff, students, parents, and the community, the administrator uses oral and written communication strategies and problem solving strategies that convey a positive and responsive culture of high expectations.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of a shared vision on equity or equitable practices</i> • <i>Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust</i> • <i>Little or no evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> • <i>Some evidence of shared vision on equity and equitable practices</i> • <i>Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust</i> • <i>Some evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> • <i>Shared vision on equity and equitable practices is evident through professional learning</i> • <i>Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures</i> • <i>Communication processes promote a culture of high expectations for self, staff, and all students</i> 	<ul style="list-style-type: none"> • <i>Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey</i> • <i>Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey</i> • <i>Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students</i>



EFFECTIVE PRACTICE: Leadership, Conduct, and Professional Growth

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

Indicators and Evidence

- Leads with enthusiasm, fairness, dignity, and respect.
 - Ensures consistent implementation of policy and practice.
 - Models and articulates ethical behavior.
 - Consistently holds self and others in the district accountable for demonstrating integrity and ethical behavior.
 - Engages in professional learning and leadership opportunities that model continuous improvement needs of self and the organization.
-
- ***Evidence:** When communicating with the superintendent, board, staff, students, parents, and the community, the administrator conveys fairness, dignity, and respect with enthusiasm and positivity*
 - ***Evidence:** District policies and procedures guide the decision-making process to be just, fair, and equitable.*
 - ***Evidence:** When communicating with board, staff, students, parents, and the community, the administrator uses communication strategies and problem-solving strategies to inform just, fair, and equitable decisions.*
 - ***Evidence:** District policies and procedures are grounded in an ethical framework, and the administrator models and leads with integrity and ethical behavior.*
 - ***Evidence:** District policies and procedures are grounded in an ethical framework, and the administrator holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.*
 - ***Evidence:** The administrator's professional learning plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Does not demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not appear to be just, fair, or equitable</i> • <i>Does not model or hold others accountable for demonstrating ethical behavior</i> • <i>Does not participate in professional development or leadership activities</i> 	<ul style="list-style-type: none"> • <i>Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not consistently appear to be just, fair or equitable</i> • <i>Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior</i> • <i>Participates in some professional development.</i> 	<ul style="list-style-type: none"> • <i>Demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Most decisions appear to be just, fair, or equitable</i> • <i>Models ethical behavior and generally holds others accountable for demonstrating ethical behavior</i> • <i>Participates in professional development that is aligned with district vision and direction</i> 	<ul style="list-style-type: none"> • <i>Consistently demonstrates, enthusiasm, fairness, dignity, and respect when communicating with students, staff, families, or community members</i> • <i>Decisions consistently appear to be just, fair, and equitable</i> • <i>Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior</i> • <i>Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community</i>



Executive Director/Director Evaluation

Executive Director/Director:

Date:

Evaluator:

<p>EFFECTIVE PRACTICE: Shared Vision and Strategic Direction The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district’s core values, beliefs, and priorities.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>EFFECTIVE PRACTICE: Board, Policy, and the Education System The administrator implements board policy and district processes through transparent practices that align with the district’s shared vision, strategic direction, and goals.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>EFFECTIVE PRACTICE: Collaboration with Families and Community The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<p>EFFECTIVE PRACTICE: Continuous Improvement and Accountability The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.</p>			
Unsatisfactory	Basic	Proficient	Distinguished



Narrative:			
EFFECTIVE PRACTICE: Teaching and Learning The administrator ensures proper resources for student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Personnel Leadership The administrator effectively uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to student success.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Systems Leadership and Management The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: Equity, Climate, and Culture The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Leadership, Conduct, and Professional Growth The administrator leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.			



Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			

SUMMARY OF EVALUATION			
This section will highlight the overall strengths and areas for growth within the Superintendent Evaluation. If the overall rating is <i>unsatisfactory</i> or <i>basic</i> , an improvement plan or recommendations for improvement are required.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			

Business Administrator Signature: _____

Date: _____

Superintendent Signature: _____

Date: _____



Human Resources Administrator Evaluation System

**Board of Education Policy: 4030
AdvancED Standard: Leadership Capacity**



4030 Evaluation of Certified Employees

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

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

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

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certificated employees whose classes are held during defined periods of time (e.g., high school classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods, consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

Additional evaluations, both formal and informal, may be conducted as the administration deems appropriate.

This policy and the evaluation instrument shall be distributed to staff members upon their employment and annually thereafter.



Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

Executive Director/Director Evaluation Process

Probationary administrators shall be observed and evaluated at least once each semester. Permanent or tenured administrators shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the administrator or at the discretion of the primary evaluator. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes. A formative evaluation will be completed in the middle of the year and a summative evaluation will be completed at the end of the year. Each administrator will complete an *Individual Professional Development Plan* annually. The *Individual Professional Development Plan* will include identifying one or two specific and measurable goals based on the effective practices, and then developing a plan to achieve the desired goal. An *unsatisfactory* rating in one of the effective practices will require an individual to be placed on a plan of assistance. All required documents will be shared with the administrator being evaluated and will be kept on file in the Office of the Superintendent.

Evaluation Definitions:

The following definitions are to assist the individual completing the evaluation with understanding the rubrics associated with the standards and indicators. Evidence and artifacts are used to complete an effective evaluation.

Unsatisfactory: There is little or no evidence of the standards and indicators being implemented or accomplished.

Basic: There is evidence of some standards and indicators being implemented or accomplished. Identified indicators may not be at the desired level of the board. These indicators may not be fully developed or consistently implemented.

Proficient: There is evidence that supports the standards and indicators are being fully implemented.

Distinguished: The evidence of the implementation exceeds the expectations of the board relative to the effective practices or indicators.

Narratives on rating and evidence: Narratives should relate to the effective practices, indicators, or evidence and provide clear guidance or commendation.

Performance Goals: Specific, measurable performance goals that will be accomplished during the year. The goals may be tied to the district's shared vision and strategic direction or may be a priority area identified by the superintendent or the board.

Improvement Plan: If there are effective practices and indicators toward which the superintendent needs improvement or



development, the board may require specific action for improvement on those effective practices and indicators.

Effective Practices

There are nine effective practices within the framework. The evaluator will rate performance by category. The effective practices are intended to serve as guidance for the evaluatee and evaluator in determining professional performance, growth, and points of emphasis. It should be understood that the evaluatee will have areas of strength and growth. The evaluator will make an overall performance determination based on the nine effective practices in the superintendent evaluation system.



- **Shared Vision and Strategic Direction**

The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

- **Board, Policy, and the Education System**

The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

- **Collaboration with Families and Community**

The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

- **Continuous Improvement and Accountability**

The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

- **Teaching and Learning**

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

- **Personnel Leadership**

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

- **Systems Leadership and Management**

The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

- **Equity, Climate, and Culture**

The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

- **Leadership, Conduct, and Professional Growth**

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



Effective Practices, Indicators, and Evidence Rubric

EFFECTIVE PRACTICE: Shared Vision and Strategic Direction

The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district's core values, beliefs, and priorities.

Indicators and Evidence

- Develops and implements human resource systems that support the district's shared vision, strategic direction, and goals and guides the district into ensuring high expectations for student learning and success.
- Provides leadership to ensure personnel processes support the current and future needs of the district and school community.
- Engages the superintendent, board, and stakeholders within the district and school community in understanding the human resource needs for implementing the district's shared vision, strategic direction, and goals.
- Continually models and reinforces commitment to the district's shared vision, strategic direction and goals throughout all personnel processes.

- **Evidence:** *Documentation, including human resources accomplishments and outcomes align with the district's shared vision, strategic direction, and goals which support high expectations of student learning and success.*
- **Evidence:** *Documentation of human resources processes and planning support the current and future needs of the district and school community.*
- **Evidence:** *Board, staff, and community presentations and updates illustrate the relationship between the district's shared vision, strategic direction, goals and personnel needs.*
- **Evidence:** *Human resource recruitment, hiring, orientation, and evaluation processes and materials reinforce the district's shared vision, strategic direction, and goals.*

2d. Unsatisfactory	2e. Basic	2f. Proficient	2g. Distinguished
<ul style="list-style-type: none"> • <i>Alignment with shared vision and strategic direction are not documented</i> • <i>No evidence personnel processes support current and future needs</i> • <i>Stakeholders have no or limited engagement in the vision/direction</i> • <i>No evidence of modeling or reinforcing district's vision or direction</i> 	<ul style="list-style-type: none"> • <i>Alignment with vision or direction is documented</i> • <i>Some evidence personnel processes support current and future needs</i> • <i>Some evidence of stakeholder engagement</i> • <i>Some evidence of modeling or reinforcing district's vision/direction</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are aligned and used to guide human resource processes</i> • <i>Evidence personnel processes support current and future needs</i> • <i>Evidence of engagement with constituents in the development of vision/direction</i> • <i>Evidence of modeling or reinforcing district's vision/direction in personnel processes</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are aligned and include measurable outcomes tied to human resource processes</i> • <i>Evidence that human resource processes are transparent and clearly aligned with current and future needs</i> • <i>Evidence of engagement with key stakeholders and constituents in the implementation of vision/direction</i> • <i>Evidence of modeling and reinforcing district's vision/direction in all human resource processes</i>



EFFECTIVE PRACTICE: Board, Policy, and the Education System

The administrator implements board policy and district processes through transparent practices that align with the district's shared vision, strategic direction, and goals.

Indicators and Evidence

- Actively and continually fosters superintendent and board relationships, and keeps the superintendent and board informed and engaged in personnel matters as needed.
- Proactively responds to district needs and policy priorities.
- Provides leadership in the development, implementation, and review of personnel policies, procedures and practices.
- Stays current on, responds to, and advocates for state or federal personnel policies, as needed to support the district's shared vision, strategic direction, and goals.
- Proactively and collaboratively works to influence local, district, state, and national policies impacting human resource issues and needs.

- ***Evidence:** Board agendas and communication keep the superintendent and board members informed on all human resource aspects of the district.*
- ***Evidence:** Processes are in place to solicit input from superintendent, board, and community on personnel processes.*
- ***Evidence:** Board agendas, reports, and communication are used to inform the superintendent, board and community on district personnel needs and priorities.*
- ***Evidence:** Board personnel policies, procedures, and practices are current, aligned with state and local policy, and keep the district in compliance with state and federal labor and employment regulations.*
- ***Evidence:** Reports to board members, superintendent and staff, reflect up-to-date information on state or federal labor and employment policies, as needed.*
- ***Evidence:** Board reports, board communication, and professional development show evidence of engagement of key stakeholders and participation in activities that support district, state, and national policy decisions that impact labor, employment and personnel.*

3d. Unsatisfactory	3e. Basic	3f. Proficient	3g. Distinguished
<ul style="list-style-type: none"> • <i>Limited or inconsistent communication with superintendent, board members and staff</i> • <i>Policies are outdated, not in compliance with state or federal law, or not routinely reviewed</i> • <i>No evidence of collaborative practice to influence decisions impacting student learning</i> 	<ul style="list-style-type: none"> • <i>Provides updates and communicates regularly with superintendent, board members, and staff</i> • <i>Policies are routinely updated</i> • <i>Uses some collaborative strategies at the local level</i> 	<ul style="list-style-type: none"> • <i>Engages superintendent, board members, and staff in district needs and policy priorities</i> • <i>Policies are consistently reviewed and developed to incorporate state or federal policy, as needed</i> • <i>Some evidence of strategies to influence local, state, and national decisions</i> 	<ul style="list-style-type: none"> • <i>Actively and consistently engages superintendent, board members, staff, and community in district needs and policy priorities</i> • <i>Evidence of leadership in compliance, review, and development of local policies</i> • <i>Evidence of collaborative support to influence local, state, and national decision</i>

EFFECTIVE PRACTICE: Collaboration with Families and Community

The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.

Indicators and Evidence

- Communicates regularly and openly with families and stakeholders in the community about district personnel strengths and needs.
 - Maintains a presence in the district and school community to understand its strengths and needs.
 - Understands and is engaged with community needs, priorities, and resources.
 - Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.
1. **Evidence:** Newsletters, newspaper articles, web articles, and other media, incorporate human resources information or needs.
 2. **Evidence:** Participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.
 3. **Evidence:** Community surveys, data on community needs, and community engagement plan incorporate human resource information or needs.
 4. **Evidence:** Personnel reports, presentations, and updates reflect collaboration within organization.
 5. **Evidence:** Human resource activities and professional development reinforce collaboration between administrators and teachers.
 6. **Evidence:** All human resource aspects of strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community.
 7. **Evidence:** Open houses, family nights, parent-teacher conferences, and individualized educational planning involve collaboration between administrators, teachers, families, and the community.
 8. **Evidence:** School climate surveys include input from students, teachers, parents, and the community, and results are shared internally and externally.

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • Little or no evidence of collaboration in the organization • Little or no evidence of consistent communication with families and stakeholders • Little or no evidence of engagement with community organizations, or community activities • Little or no evidence of identification of community needs, priorities, or resources 	<ul style="list-style-type: none"> • Some evidence of collaboration in the organization • Some communication of school activities with families through newsletters and/or district website • Participates in some community organizations or activities such as the Chamber and service organizations • Demonstrates awareness of community needs, priorities, and resources 	<ul style="list-style-type: none"> • Routinely collaborates with board members, superintendent, and staff • Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement • Actively involved in community organizations or activities, such as the Chamber, or service organizations • Recognizes some community needs, priorities, or resources in the district and school planning. • Ensures engagement of administrators, teachers, families, and community 	<ul style="list-style-type: none"> • Models collaboration and supports staff collaboration throughout the organization • Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement • Provides leadership and active participation in community organizations or activities such as the Chamber, or service organizations



EFFECTIVE PRACTICE: Continuous Improvement and Accountability

The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.

Indicators and Evidence

- Systematically reviews, anticipates, and analyzes emerging human resource trends and innovative strategies to continually improve all elements of the system.
 - Maintains comprehensive and current information about district personnel and district effectiveness.
 - Makes informed recommendations to the superintendent, and decisions are based on evidence and multiple data sources.
 - Engages families and communities on staff and student needs, successes, and challenges on a regular basis.
 - Aligns district processes with state and national indicators of quality, accreditation, and accountability.
 - Demonstrates a responsibility to accountability by modeling and ensuring everyone is held accountable for student success.
-
- ***Evidence:** Reports and presentations keep the superintendent, board and staff informed of emerging human resources trends and innovative strategies to continually improve all schools in the district.*
 - ***Evidence:** Robust, comprehensive and strategic improvement plans for the district and each school are based on comprehensive and current personnel information.*
 - ***Evidence:** Multiple data sources are used and clearly explained in reports and recommendations.*
 - ***Evidence:** Administrative and board reports routinely provide information regarding activities to engage the family and community on staff and student needs, successes, and challenges.*
 - ***Evidence:** Board reports provide information on school and district accountability and accreditation (NDE Rules 2, 6, 10, 11, 15, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 59, and 91); and district policies, procedures, and practice align with state and national expectations of accreditation and accountability.*
 - ***Evidence:** Board policies and procedures define a system of accountability, and reports or presentations keep the superintendent, board, and community informed about district and school accountability.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of innovation or continuous improvement</i> ● <i>Little or no evidence of student information guiding decision-making</i> ● <i>Little or no evidence of use of quality indicators to guide district planning or practice</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of continuous improvement and innovation</i> ● <i>Some student information is used to guide decision-making</i> ● <i>Some quality indicators/accreditation standards guide district planning and practice</i> 	<ul style="list-style-type: none"> ● <i>Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process</i> ● <i>Information on student progress and achievement is used for planning and decision-making</i> ● <i>Alignment between district and state quality indicators for accreditation and accountability</i> 	<ul style="list-style-type: none"> ● <i>Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation</i> ● <i>Comprehensive and current information on student progress and achievement is available and utilized in decision-making</i> ● <i>Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability</i>

EFFECTIVE PRACTICE: Teaching and Learning

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

Indicators and Evidence

- Ensures district and school personnel provide a coherent system of curriculum, instruction, and assessment that aligns with the district's shared vision is culturally responsive and embodies high expectations.
 - Communicates high expectations for student achievement that is accomplished by a data-informed approach that produces effective results.
 - Implements robust evaluation processes to ensure district and school personnel implement curriculum and programs that are evidence-based, innovative, and provide learning experiences and opportunities that lead all students to success at the next level.
 - Evaluation processes ensures curricular and instructional expectations are implemented with fidelity.
 - Incorporates and supports the implementation of evidence-based, instructional practices through professional learning and evaluation processes.
-
- ***Evidence:** Human resources are allocated to support approved curriculum and programs.*
 - ***Evidence:** District or school improvement plans clearly articulate data-informed high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).*
 - ***Evidence:** District or school improvement plans clearly articulate data-informed high expectations that are incorporated into the evaluation of teachers and administrators.*
 - ***Evidence:** Evaluation processes ensure fidelity to evidence-based and innovative practices in curriculum, instruction, and assessment.*
 - ***Evidence:** District curriculum and program expectations are clearly defined for all instructional programs.*
 - ***Evidence:** Personnel practices, procedures and professional learning incorporate the teacher's use of high expectations and instructional best practices.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence personnel provide a coherent system of curriculum, instruction and assessment aligned to district vision/direction</i> ● <i>Little or no evidence personnel set high expectations for student achievement through a data-informed process.</i> ● <i>Little or no evidence of robust evaluation process to ensure fidelity to curriculum, instruction or assessment</i> ● <i>Little or no evidence of professional development in evidence-based instructional practices</i> 	<ul style="list-style-type: none"> ● <i>Some evidence personnel provide a coherent system of curriculum, instruction and assessment aligned to district vision/direction</i> ● <i>Some evidence personnel set high expectations for student achievement through a data-informed process</i> ● <i>Some evidence of robust evaluation process to ensure fidelity to curriculum, instruction or assessment</i> ● <i>Some evidence of professional development in evidence-based instructional practices</i> 	<ul style="list-style-type: none"> ● <i>Evidence that personnel provide a coherent system of curriculum, instruction and assessment aligned to district vision/direction</i> ● <i>Evidence that personnel set high expectations for student achievement through a data-informed process</i> ● <i>Evidence of robust evaluation process to ensure fidelity to curriculum, instruction or assessment</i> ● <i>Evidence of professional development in evidence-based instructional practices</i> 	<ul style="list-style-type: none"> ● <i>Evidence that personnel provide a coherent system of curriculum, instruction and assessment embodies high expectations, is culturally responsive, and aligned to district vision/direction</i> ● <i>Evidence that personnel set and consistently communicates high expectations for student achievement through data-informed process</i> ● <i>Evidence of robust evaluation process to ensure fidelity to curriculum, instruction or assessment is evidence based and innovative</i> ● <i>Evidence of professional development in evidence-based and innovative instructional practices</i>



EFFECTIVE PRACTICE: Personnel Leadership

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

Indicators and Evidence

- Ensures the necessary personnel and financial resources are allocated to achieve the district's shared vision, strategic direction, and goals.
- Implements human resource systems and processes that address:
 - recruitment, hiring, and induction;
 - evaluation and retention; and
 - short-term and long-term planning reflective of personnel needs.
- Creates a comprehensive system of professional learning for all personnel.

- ***Evidence:** Reports, presentations, and the district budget reinforce that personnel and financial systems are in place to achieve the district's shared vision, strategic direction, and goals.*
- ***Evidence:** Budget and hiring processes and timelines are available and communicated to the superintendent, board members, and the community.*
- ***Evidence:** Communication processes inform the superintendent, board, and community regarding recruitment and employment opportunities within the school district.*
- ***Evidence:** District procedures are in place and available for review by the superintendent, board, and the community regarding the evaluation process of all personnel.*
- ***Evidence:** Strategies for recognition and positive reinforcement of all personnel are used to support retention.*
- ***Evidence:** Board reports, presentations, and personnel data reflect district policies and procedures are in place and consistently used to support personnel needs in the district.*
- ***Evidence:** Short-term and long-term plans are in place to support recruitment, development, and retention of all personnel.*
- ***Evidence:** District policies, procedures, and practice define professional learning expectations.*
- ***Evidence:** School improvement plans delineate professional learning expectations and needs for improving student achievement.*
- ***Evidence:** The administrator's professional learning plan aligns with district needs and priorities and demonstrates a commitment to lifelong learning.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Little or no evidence of alignment of personnel and financial resources with district strategic vision/direction</i> • <i>Little or no evidence of short or long-term personnel planning</i> • <i>Little or no evidence of modeling life-long learning</i> 	<ul style="list-style-type: none"> • <i>Some evidence of alignment of personnel and financial resource allocation to achieve district vision/direction</i> • <i>Some evidence of short-term and long-term personnel planning</i> • <i>Some evidence of participation in life-long learning activities</i> 	<ul style="list-style-type: none"> • <i>Evidence of alignment of human resource and financial systems to achieve district vision/direction</i> • <i>Short-term and long-term planning that address recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place</i> • <i>Evidence of on-going modeling of life-long learning</i> 	<ul style="list-style-type: none"> • <i>Evidence of ongoing strategic planning to ensure personnel and financial resources are allocated to achieve district vision and direction</i> • <i>Short-term and long-term planning that address all aspects of recruitment, induction, development, evaluation, and retention of high-performing diverse staff is in place, reviewed, and monitored</i> • <i>Models life-long learning by engaging and applying ongoing professional development</i>

EFFECTIVE PRACTICE: Systems Leadership and Management

The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.

Indicators and Evidence

- Ensures financial and business processes, timelines, and systems are in place for human resource needs.
- Communicates expectations that align board and district vision with the use of physical, personnel, and financial resources of the district.
- Uses a systems approach that optimizes the use of personnel, equipment, facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles.
- Identifies and resolves issues, manages conflicts, and builds consensus about the use of physical, personnel, and financial resources.

- ***Evidence:** Superintendent and board reports on budget and financial status demonstrate district policies, procedures, and practices are aligned with effective use of business processes and systems in all aspects of the district's human resource system.*
- ***Evidence:** Reports and presentations on use of physical, personnel, and financial resources prioritize student learning and student success and reflect an alignment with the district's shared vision, strategic direction, and goals.*
- ***Evidence:** Short-term and long-term plans for personnel needs related to equipment, facilities and transportation are available and routinely updated.*
- ***Evidence:** Facilities are clean, updated, safe, and secure.*
- ***Evidence:** Equipment, facilities, grounds and vehicles are well-maintained, clean, and safe.*
- ***Evidence:** Schools and classrooms are inviting, engaging and student-centered.*
- ***Evidence:** District policies, procedures, and practices define processes for handling conflict, and routine communication keeps the superintendent informed of operational issues and resolution of such issues.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Business processes are out-of-date and not clearly linked to student learning and success</i> • <i>Facilities and equipment are not up-to-date, clean, safe, and secure</i> • <i>Little evidence of building consensus, managing conflict, and resolving operational issues</i> 	<ul style="list-style-type: none"> • <i>Most business processes are in place and using current best practices but not clearly linked to student learning and success</i> • <i>Some evidence of facility and equipment planning</i> • <i>Manages operational issues with little or no conflict</i> 	<ul style="list-style-type: none"> • <i>Business processes are in place using current best practices with a clear priority on student learning and success</i> • <i>Processes are in place for ongoing facility/transportation planning and facilities; and vehicles are clean, safe, and secure</i> • <i>Manages operational issues with little or no conflict and builds some consensus</i> 	<ul style="list-style-type: none"> • <i>Business processes are in place using current best practices and are organized and reported to clearly link with the priority of student learning and success</i> • <i>Processes are in place for optimizing facilities and transportation through planning; and a priority focus is on clean, updated, safe, and secure facilities and vehicles</i> • <i>Identifies and resolves operational issues, manages conflict, and builds consensus</i>

EFFECTIVE PRACTICE: Equity, Climate, and Culture

The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Indicators and Evidence

- Co-creates a school system in which shared vision on equity and equitable practices are the norm.
- Develops personnel processes and programs that support the academic, physical, social, and emotional growth of all students.
- Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff, and all students.

- ***Evidence:** District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.*
- ***Evidence:** District personnel policies, procedures, practices, and programs clearly support the academic, physical, social, and emotional growth of all students.*
- ***Evidence:** When interacting with the superintendent, board, staff, students, parents, and the community, the administrator uses oral and written communication strategies and problem-solving strategies that convey a positive and responsive culture of high expectations.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> ● <i>Little or no evidence of a shared vision on equity or equitable practices</i> ● <i>Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust</i> ● <i>Little or no evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> ● <i>Some evidence of shared vision on equity and equitable practices</i> ● <i>Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust</i> ● <i>Some evidence of a responsive culture of high expectations</i> 	<ul style="list-style-type: none"> ● <i>Shared vision on equity and equitable practices is evident through professional learning</i> ● <i>Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures</i> ● <i>Communication processes promote a culture of high expectations for self, staff, and all students</i> 	<ul style="list-style-type: none"> ● <i>Shared vision on equity and equitable practices is the norm through professional development, district processes, and procedures; and, is validated through an annual student/staff climate survey</i> ● <i>Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey</i> ● <i>Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students</i>



EFFECTIVE PRACTICE: Leadership, Conduct, and Professional Growth

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

Indicators and Evidence

- Leads with dignity and respect.
 - Ensures consistent implementation of policy and practice.
 - Models and articulates ethical behavior.
 - Consistently holds self and others in the district accountable for demonstrating integrity and ethical behavior.
 - Engages in professional learning and leadership opportunities that model continuous improvement needs of self and the organization.
-
- ***Evidence:** When communicating with the superintendent, board, staff, students, parents, and the community, the administrator uses communication strategies and problem-solving strategies to convey dignity and respect.*
 - ***Evidence:** District policies and procedures guide the decision-making process to be just, fair, and equitable.*
 - ***Evidence:** When communicating with board, staff, students, parents, and the community, the administrator uses communication strategies and problem-solving strategies to inform just, fair, and equitable decisions.*
 - ***Evidence:** District policies and procedures are grounded in an ethical framework, and the administrator models and leads with integrity and ethical behavior.*
 - ***Evidence:** District policies and procedures are grounded in an ethical framework, and the administrator holds all staff accountable for behavior that may be deemed as lacking integrity or ethics.*
 - ***Evidence:** The administrator's professional development plan delineates needs and activities that model continuous improvement for the organization and opportunities to foster on-going leadership.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Does not demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not appear to be just, fair, or equitable</i> • <i>Does not model or hold others accountable for demonstrating ethical behavior</i> • <i>Does not participate in professional development or leadership activities</i> 	<ul style="list-style-type: none"> • <i>Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members</i> • <i>Decisions do not consistently appear to be just, fair or equitable</i> • <i>Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior</i> • <i>Participates in some professional development.</i> 	<ul style="list-style-type: none"> • <i>Demonstrates dignity and respect when communicating with students, staff, families, or community members</i> • <i>Most decisions appear to be just, fair, or equitable</i> • <i>Models ethical behavior and generally holds others accountable for demonstrating ethical behavior</i> • <i>Participates in professional development that is aligned with district vision and direction</i> 	<ul style="list-style-type: none"> • <i>Consistently demonstrates, enthusiasm, fairness, dignity, and respect when communicating with students, staff, families, or community members</i> • <i>Decisions consistently appear to be just, fair, and equitable</i> • <i>Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior</i> • <i>Participates in professional growth and development that is aligned with district vision and direction and takes the initiative to be involved in leadership opportunities in the profession and/or community</i>



Executive Director/Director Evaluation

Executive Director/Director:

Date:

Evaluator:

<p>EFFECTIVE PRACTICE: Shared Vision and Strategic Direction The administrator supports the development and implementation of the shared vision, strategic direction, and goals that engage the district’s core values, beliefs, and priorities.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>EFFECTIVE PRACTICE: Board, Policy, and the Education System The administrator implements board policy and district processes through transparent practices that align with the district’s shared vision, strategic direction, and goals.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>EFFECTIVE PRACTICE: Collaboration with Families and Community The administrator leads through collaborative processes by engaging stakeholders and utilizing community resources in support of the shared vision, strategic direction, and goals for the school district.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<p>EFFECTIVE PRACTICE: Continuous Improvement and Accountability The administrator promotes student success through a focused and clearly articulated process of accountability and culture of continuous improvement.</p>			
Unsatisfactory	Basic	Proficient	Distinguished



Narrative:			
EFFECTIVE PRACTICE: Teaching and Learning The administrator ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Personnel Leadership The administrator effectively uses strategies, processes, and systems to hire, develop, and retain high-performing personnel who demonstrate a shared commitment to student success.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Systems Leadership and Management The administrator promotes student success by managing district resources and business procedures in a way that ensures a safe, efficient, and effective learning environment that supports student success.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: Equity, Climate, and Culture The administrator ensures, implements, and monitors processes, services, and programs that support district core values, beliefs, and priorities to ensure equity and enhance the academic, physical, social, and emotional growth of all students.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: Leadership, Conduct, and Professional Growth The administrator leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.			



Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			

SUMMARY OF EVALUATION			
This section will highlight the overall strengths and areas for growth within the Superintendent Evaluation. If the overall rating is <i>unsatisfactory</i> or <i>basic</i> , an improvement plan or recommendations for improvement are required.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			

Business Administrator Signature: _____

Date: _____

Signature Signature: _____

Date: _____

RAVE

MOBILE SAFETY

SCHOOL SAFETY SOLUTIONS



PROPOSAL FOR:
RALSTON PUBLIC SCHOOLS

Account Executive: Kyle Frey
508-532-8935 | kfrey@ravemobilesafety.com
Date submitted: 7/8/2019 / Price quote expires: 8/30/2019

ABOUT RAVE MOBILE SAFETY

Rave Mobile Safety provides the leading critical communication and data platform trusted to help save lives.

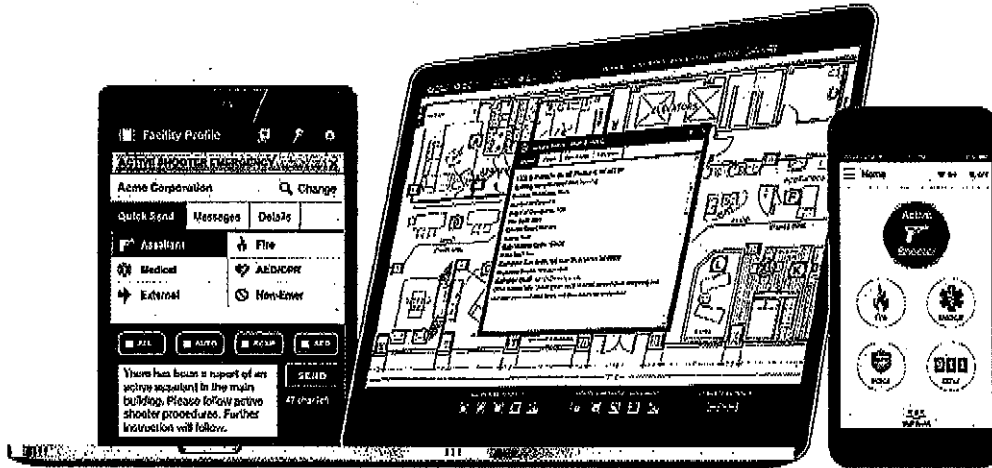
Rave connects millions to those trusted to protect them, by providing innovative solutions to prepare better, respond faster, and communicate more effectively during emergencies.

SAFETY ACT CERTIFIED BY THE
DEPARTMENT OF HOMELAND SECURITY



RAVE SCHOOL SAFETY SOLUTIONS

Early Intervention and Mobile Incident Response App



In the aftermath of the tragedy at Sandy Hook Elementary in Newtown, Connecticut, the Connecticut State Police put together an After Action Report (AAR) detailing the incident, and the issues that could be addressed to better respond to emergencies that take place in a school. One of the most striking pieces of information from the Sandy Hook AAR was how quickly the event unfolded.

In just six minutes, a lone gunman took the lives of twenty-six people.

This falls in line with the FBI Study of Active Shooter Incidents in the United States between 2000 and 2013, which found that 69.8% of active shooter incidents end within five minutes, with more than 50% of those incidents concluding in less than two minutes.

Before the Parkland, Florida shooting, the FBI received at least two separate tips about the shooter and local police responded to the shooter's home 39 different times. Often, community members are acutely aware of erratic and suspicious behavior, but don't always have an easy way to share this information with authorities and school administrators.

Rave K-12 Solutions enables early intervention with anonymous tip submissions and faster emergency response with a mobile panic button app. Rave Panic Button clearly communicates an emergency to 9-1-1, on-site personnel, and first responders in seconds. Rave Panic Button shortens response times, reduces confusion, and improves safety for all those in the immediate area by providing immediate information during the first seconds of an event.

- **Help Avert Dangerous Situations** with Confidential or Anonymous Tip Texting



Notify Staff and 9-1-1 with a Single Touch

- **Get Responders on Scene** Faster and Better-Informed

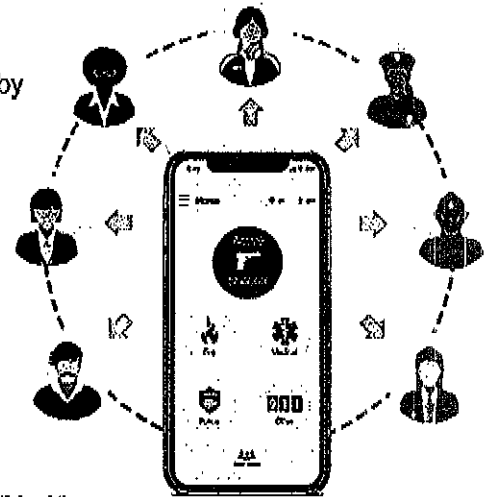
RAVE
MOBILE SAFETY

SCHOOL SAFETY STANDARD

MOBILE APP TO NOTIFY 9-1-1 AND STAFF

An organization member can activate the Rave Panic Button app by pushing one of the five emergency buttons to instantly call 9-1-1 and deliver a preset notification to all necessary personnel.

- ✂ • **Rave Panic Button Mobile App:** Has active shooter, police, fire, medical and other emergency buttons for day-to-day and large scale emergencies.
- ✂ • **Direct Dial to 9-1-1:** Only solution fully integrated with 9-1-1 for fast and well-coordinated response to any school emergency.
- ✂ • **Intelligent Notifications:** SMS, email, push notifications with incident type and location to help initiate lockdowns, evacuations, or other emergency responses.
- **Automated First Responder Notifications:** Alert designated first responders via text, email, and push notifications.



INCIDENT COMMAND AND RESPONSE

With Rave Command View, Rave Panic Button administrators have complete visibility into every Rave Panic Button activation as well as the ability to send real-time messages to app users.

- **Web-based Incident Command Dashboard (1 License):** Administrators can manage on-going incidents from anywhere with real-time messages to staff and personnel by sending and receiving accurate updates during the course of an event.
- **Quicksend Messages to App Users:** Administrators can message all app users to provide real-time updates as an incident unfolds.

INTERNAL STAFF ALERTING

Empower your staff to communicate in every situation through Staff Assist.

- **Staff Assist Internal Messaging:** Within Rave Panic Button, employees can send messages to designated groups through pre-determined templates and free-form messages.

UNPARALLELED CUSTOMER SUPPORT & TRAINING

With Rave, you get more than a phone number. You get 24-7-365 access to live technical support provided by Rave employees. Your team always has access to Rave product professionals for advice or general questions. We also provide a self-service portal, on-going live training webinars, marketing resources, and collaborative sessions.

SCOPE OF SERVICES

A summary of the components of Rave Panic Button being delivered and the services involved in a deployment follows.

RAVE PANIC BUTTON COMPONENTS

- **Facility Profile Management Portal:** Hosted, secure website enabling administrators to register and maintain their facility profile data, including campus / building details, authorized Panic Button users, and notification settings
- **Smartphone Application:** Rave Panic Button smartphone application on the iOS and Android platforms for the contracted number of users
- **Automated & User-Generated Emergency Notifications:** Unlimited delivery and receipt of automated and 9-1-1 / administrator-generated emergency notifications to all authorized users, independent of Rave Panic Button app installation
- **Web-based Incident Command Dashboard:** Designated number of licenses to access web-based dashboard to view every panic button activation and the ability to message Rave Panic Button users in real-time.
- **Marketing Support:** Promote your school safety solutions and drive participation with Rave's marketing templates for flyers, web graphics, posters and more.
- **Training and Support** including Rave Academy, On-boarding webinars, help desk resources and 24x7 phone and email technical support. Support package detailed later in proposal.

EATON COUNTY PUBLIC SCHOOL USES RAVE PANIC BUTTON TO RAPIDLY RESPOND TO WEAPON ON CAMPUS



In Eaton County, Michigan, a student was spotted wandering a school campus after a classmate reported that he had a weapon. Using Rave Panic Button, the school immediately called 9-1-1, sent notifications to staff and then went into lockdown mode in under three minutes. This fast action kept everyone safe as the student was apprehended by police.

"It was remarkable how quick the response was with Rave Panic Button. Not only was the school able to immediately go into lockdown, but 9-1-1 and first responders could easily get all the information needed for a speedy response."

ROBERT STAHELIN,
9-1-1 SUPERVISOR

RAVE PRICING

(SOFTWARE COSTS & PROFESSIONAL FEES – IF SIGNED BEFORE 9/30/2019)

FEATURES	SCHOOL SAFETY PRO
PANIC BUTTON MOBILE APP WITH DIRECT DIAL TO 9-1-1	✓
INTELLIGENT SMS, EMAIL, PUSH NOTIFICATIONS	✓
FACILITY PLAN DATABASE	✓
STAFF ASSIST INTERNAL MESSAGING	✓
AUTOMATED FIRST RESPONDER NOTIFICATIONS	✓
SELF-SERVE USER MANAGEMENT CONSOLE	✓
WEB-BASED INCIDENT COMMAND DASHBOARD (ONE RCV LICENSE)	✓
QUICKSEND MESSAGES TO APP USERS	✓
24/7/365 SUPPORT HOTLINE	✓
PRODUCT UTILIZATION BEST PRACTICES AND COACHING RESOURCES	✓
ON-DEMAND, SELF-PACED TRAINING	✓
TWO-WAY TEXT TO TIP (2 KEYWORDS)	✓
TWO-WAY TEXT TO TIP COMMUNICATION DASHBOARD	✓
WEB-BASED INCIDENT COMMAND DASHBOARD	(2 RCV LICENSE)
ANNUAL LICENSE FOR 8 SCHOOLS	
ANNUAL LICENSE FOR 8 SCHOOLS	\$14,400
2 RAVE COMMAND VIEW LICENSES	INCLUDED
ONE TIME SETUP FEE	\$2,500

All pricing and discounts based on a 3-year agreement. Prices above do not include tax—if applicable, which will be calculated at purchase. Pre-payment discounts available.



***Rave Panic Button One-Time Set-up: \$2,500**

- **Welcome and milestone emails** to help you stay on task and complete set up
- **In-product help** complete with progress checklists
- **Rave Academy** video-based, self-paced learning track
- **On-boarding webinar** with live Q&A every other week
- **Resources landing page** with Help Desk resources
- **Provide remote access support** as needed for new feature deployments
- **Provide 24x7 phone and email technical support** as well as 8x5 phone and email support for non-critical support questions
- **Premium Kick-Off and Consulting** via 1 hour setup call (remote), 1 hour follow-up consulting (remote)
 - Overview of Rave Panic Button deployment process
 - Help architecting your solution based on the size & complexity of your organization
 - Walk-through of Rave Facility and help creating your first building and setting up your first app user
 - Overview of Rave Panic Button app configuration
 - How to delegate administrative access



CAPTAIN RICK BRANCIE
SCHOOL SAFETY DIRECTOR, BIRMINGHAM
COUNTY SHERIFF'S OFFICE

"The time Rave Panic Button has saved over the last few years is priceless."

RAVE
MOBILE SAFETY

CLIENT RESPONSIBILITIES

For maximum success, Rave Mobile Safety recommends each client maintains their environment and conducts awareness and training for authorized users, staff and other emergency response partners to ensure proper functioning of Rave Panic Button.

The following outlines expected activities to be performed in support of Rave Panic Button deployment:

- **Project management and executive support** to coordinate the deployment of Rave Panic Button
- **Initial facility data entry and ongoing maintenance** to ensure that activations of Rave Panic Button app and other calls to 9-1-1 are appropriately recognized as originating from a covered location, as well as to deliver emergency notifications to the correct individuals / groups.
- **Integration of Rave Panic Button functionality** into the applicable site-specific emergency response procedure(s) and best practices as well as any training required to ensure proper implementation of those procedures
- **Training for employees** through the use of the training materials provided by Rave
- **Regular exercising of emergency response** incorporating Rave Panic Button and in coordination with the local 9-1-1 center, police, fire and emergency medical services agencies



DR. TIMOTHY EAGEN, SUPERINTENDENT
KINGS PARK, NY SCHOOL DISTRICT

"The value of Rave Panic Button is that you're not only notifying 9-1-1 about an emergency. You're also alerting your staff and key people in the building about what's going on. That's the most critical improvement that the product brings, especially as a superintendent. I'm confident that even if I'm not in my office, if there's an issue I'm going to know about it."



LICENSE & SERVICES ORDER FORM ("ORDER FORM")

CLIENT INFORMATION:

CLIENT NAME ("CLIENT"):	Ralston Public Schools
ADDRESS:	8546 Park Drive
	Ralston, NE 68127
CONTACT NAME/TITLE:	Jason Buckingham / Director of Fiscal Affairs
PHONE:	+1 (402) 331-4700
EMAIL:	jason_buckingham@ralstonschools.org

INITIAL LICENSE TERM:	November 1, 2019 through October 31, 2022
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FEES INFORMATION:

ANNUAL LICENSE FEES:

Product Description	Unit	Qty	Annual License Fee
Rave Panic Button	Schools	8.00	\$10,400.00
Annual License Fee(s):			\$10,400.00

PROFESSIONAL SERVICES FEES:

One-Time Service Description	One-Time Fee	
Rave Panic Button Setup	\$2,000.00	
Total Set-Up Fee(s):		\$2,000.00

TOTAL FEES:

	# of Years	Cost Per year	Total Contract
Annual Fees:	3	\$10,400.00	\$31,200.00
One-Time Fees (Set Up & Integration):			\$2,000.00
Total Fees			\$33,200.00

Fees Payable Net 30:	\$12,400.00
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DESIGNATED INSTITUTIONS:

Ralston High School Ralston Middle School Bloomfield Elementary School Karen Western Elementary School Meadows Elementary School Mockingbird Elementary School Seymour Elementary School Wildewood Elementary School Administrative Buildings

STANDARD CONDITIONS:



Board of Education Legislative Goals 2018/2019

Ralston Public Schools Non-negotiables

- RPS will continue to cultivate a systems thinking approach to all school business and operations through our defined strategic planning process.
- RPS will continue to provide the programs and services that support the strategic plan areas of Achievement, Character, 21st Century Learning, AdvancED School Improvement, and District Communications.
- RPS will continue to refine and grow our academic programs to meet the needs of all of our students.
- RPS will continue to deliver outstanding activity programs to allow our students a well rounded school experience.
- RPS will continue to evaluate the effectiveness and efficiency of all programs and services to meet the demands of a changing society.
- RPS will refine and grow our outreach programs and service expectations to all stakeholders.
- RPS will continue to offer a rich variety of research based instructional programs and curricular offerings to meet the needs of all learners.
- RPS will research and identify further opportunities and initiatives to help all of our students to be college or career ready.

Board of Education Legislative Goals

- Continued emphasis that our students and education are a priority in Nebraska **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.
- Oppose any legislation that advances any initiative addressing charter schools or voucher systems that reduce funding and opportunities for public schools.

2019 LEGISLATIVE COMMITTEES
Committee on Committees Preliminary Report
Standing Committees

Updated 1/9/19

Agriculture (8)

Rm. 1524 - Tuesday

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

Appropriations (9)

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

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

Banking, Commerce and Insurance (8)

Rm. 1507 - Monday & Tuesday

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

Business and Labor (7)

Rm. 1524 - Monday

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

Education (8)

Rm. 1525 - Monday & Tuesday

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

General Affairs (8)

Rm. 1510 - Monday

Briese (C), Albrecht, Arch, Blood, Hunt, Lowe, Moser, Wayne

Government, Military and Veterans Affairs (8)

Rm. 1507 - Wednesday, Thursday, & Friday

Brewer (C), Blood, Gragert, Hansen, M., Hilgers, Hunt, Kolowski, Lowe

Health and Human Services (7)

Rm. 1510 - Wednesday, Thursday, & Friday

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

Judiciary (8)

Warner Chamber - Wednesday, Thursday, & Friday

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

Natural Resources (8)

Rm. 1525 - Wednesday, Thursday, & Friday

Hughes (C), Albrecht, Bostelman, Geist, Halloran, La Grone, Moser, Quick

Nebraska Retirement Systems (6)

Rm. 1525 - At call of Chair

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

Revenue (8)

Rm. 1524 - Wednesday, Thursday, & Friday

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

Transportation and Telecommunications (8)

Warner Chamber - Monday & Tuesday

Friesen (C), Bostelman, Brandt, Cavanaugh, DeBoer, Geist, Hilgers, Hughes

Urban Affairs (7)

Rm. 1510 - Tuesday

Wayne (C), Arch, Briese, Crawford, Hansen, M., Hunt, 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, Howard, Hansen, M., Lathrop, Scheer (ex officio)

Special Committees

Building Maintenance (6)

Education Commission of the States (3)

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)

Legislative Performance Audit (7)

Legislature's Planning (9)

Midwestern Higher Education Commission (Midwest Compact) (2)

State-Tribal Relations (7)

2019 NEBRASKA UNICAMERAL LEGISLATURE
Alphabetical List

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

As of 1/09/2019

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

2018 NEBRASKA UNICAMERAL LEGISLATURE
District List

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

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

2019 Legislative Session

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

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

Sun	Mon	Tue	Wed	Thur	Fri	Sat
March						
					1 DAY 34	2
3	4 DAY 35	5 DAY 36	6 DAY 37	7 DAY 38	8 RECESS	9
10	11 RECESS	12 DAY 39	13 DAY 40	14 DAY 41	15 DAY 42	16
17	18 DAY 43	19 DAY 44	20 DAY 45	21 DAY 46	22 RECESS	23
24	25 DAY 47	26 DAY 48	27 DAY 49	28 DAY 50	29 RECESS	30
31						

Sun	Mon	Tue	Wed	Thur	Fri	Sat
April						
	1 RECESS	2 DAY 51	3 DAY 52	4 DAY 53	5 DAY 54	6
7	8 DAY 55	9 DAY 56	10 DAY 57	11 DAY 58	12 RECESS	13
14	15 DAY 59	16 DAY 60	17 DAY 61	18 DAY 62	19 RECESS	20
21	22 RECESS	23 DAY 63	24 DAY 64	25 DAY 65	26 DAY 66*	27
28	29 DAY 67	30 DAY 68				

Sun	Mon	Tue	Wed	Thur	Fri	Sat
May						
			1 DAY 69	2 DAY 70	3 RECESS	4
5	6 RECESS	7 DAY 71	8 DAY 72	9 DAY 73	10 DAY 74	11
12	13 DAY 75	14 DAY 76	15 DAY 77	16 DAY 78	17 RECESS	18
19	20 RECESS	21 DAY 79	22 DAY 80	23 DAY 81	24 DAY 82	25
26	27 HOLIDAY	28 DAY 83	29 DAY 84	30 DAY 85	31 DAY 86	

Sun	Mon	Tue	Wed	Thur	Fri	Sat
June						
						1
2	3 DAY 87	4 DAY 88	5 DAY 89	6 DAY 90	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Legislative Recess Days

February 15, 25
 March 8, 11, 22, 29
 April 1, 12, 19, 22
 May 3, 6, 17, 20

Federal & State Holidays

January 21 – Martin Luther King Jr. Day
 February 18 – Presidents' Day
 April 26 – Arbor Day*
 May 27 – Memorial Day

*The Legislature will be in session on Friday, April 26, the Arbor Day holiday.
 Any Legislative employees who work that day will receive compensatory time for hours worked on the holiday.

ADVOCACY HANDBOOK

FOR THE 2019 LEGISLATIVE SESSION

NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2019
AND A GUIDE FOR EFFECTIVE ADVOCACY



AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 16, 2018

FOR THE 106TH LEGISLATURE, 1ST SESSION

Welcome | Know Your Data

106TH LEGISLATURE, 1ST SESSION

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

Can YOU really make a difference? YES YOU CAN! Let NASB help share your story.

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. The same constituents who elected your State Senator elected you!

This Handbook is designed to keep you better informed, and be utilized as a resource throughout the legislative session. We encourage you to include a legislative update as a part of each meeting, and to discuss/share key legislative info with other board members and key individuals in the community.

More important than ever, we encourage you to KNOW YOUR DATA!

Understand the data that will make a difference. Arm yourself to be a better storyteller. Know where you're at, where the Legislature is going, AND HOW TO ALIGN! Advocacy is year-round, although much of the attention is garnered during the session itself. Build the relationship with your Senator(s) early. Be a resource.

We encourage you to bookmark and frequent the *Government Relations* section of www.NASBonline.org for updates and information, including all of the bills pertinent to your schools. Another great resource is the website www.NebraskaLegislature.gov ... as well as social media, using the hashtag [#neleg](https://twitter.com/neleg).

NO ONE IS MORE QUALIFIED TO TALK ABOUT YOUR SCHOOL DISTRICT THAN YOU!

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2019 Legislative Resolutions	10
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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.

Based on LIVE, everything NASB does should focus on the beliefs below:

- 1) All Nebraska children shall have equitable access to a high quality public education that prepares them to thrive in the evolving 21st century.
- 2) Schools and communities need to address the whole child, which includes the physical, developmental, behavioral, and mental health of children.
- 3) Local school boards must have the resources and authority to serve ALL children.
- 4) Local school boards shall have board governance standards that address the role and expectations of individual school board members and the board as a whole.
- 5) Local school boards must have the ability to evaluate the effectiveness and fiscal solvency of the programs established by the district.
- 6) Local school boards need to adequately support its administration and staff and hold them accountable.
- 7) Local school boards must have maximum flexibility to govern their schools.
- 8) Local school boards must engage the community and be responsive to the needs, desires and concerns of their families to ensure student success.
- 9) Nebraska public schools must have adequate, predictable and equitable funding.
- 10) The NASB board, staff and members have a responsibility to lead a vision for education in the state of Nebraska to promote these beliefs.

Advocacy Tips, Tools & Resources

106TH LEGISLATURE, 1ST SESSION

As NASB represents the state's 260 member districts and ESUs, effective communication is key to the success of the Association's advocacy work. NASB advocates for the standing positions and legislative resolutions approved by delegates from all member boards at the annual NASB Delegate Assembly. It is here, in person, but also throughout the entire year where our focus is to keep you and your board up-to-date on all of the issues that impact public education, while also helping tell the story of your district and how specific legislation will impact your students.

**CAN YOU REALLY MAKE A DIFFERENCE?
YES YOU CAN!**

You too 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.

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 as various bills are introduced:

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

We encourage all boards to be engaged in the legislative process and include a legislative update as a part of each meeting, and to share key legislative info with other board members and key individuals in the community who can also make a difference. While much of the attention is garnered during each Session, advocacy is year-round.

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

Advocacy Tips, Tools & Resources

106TH LEGISLATURE, 1ST SESSION

**ADVOCACY IS ON-GOING.
IT IS IMPORTANT TO STAY UP TO SPEED ON THE LEGISLATURE YEAR-ROUND.**

Relationship are key ... Have the relationship BEFORE you need it.

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. Be ENGAGED!

Pass board policy specific to how you deal with legislative issues.

Reach out to NASB's Legislative Team, and/or a member of the NASB Legislation Committee.
Attend the various Legislative Lunches and events throughout the year across Nebraska.

Stay up to speed with your local newspaper, social media, senator emails/newsletters, etc.

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:

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

Nebraska Association of School Boards | 1311 Stockwell Street | Lincoln, NE 68502
800-422-4572 | 402-423-4951 | www.NASBOnline.org

NASB Twitter: www.twitter.com/NASBOnline

NASB Facebook: www.facebook.com/NASBOnline

NASB Videos: www.vimeo.com/NASBOnline

Key Hashtags: #liveNASB #neleg

Nebraska Legislature: www.nebraskalegislature.gov

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

2019 Senators

106TH LEGISLATURE, 1ST SESSION

Photo
Coming
Soon

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

Photo
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Soon

Sen. Machaela Cavanaugh
District 6
Omaha



Sen. Tony Vargas
District 7
Omaha
Former School Board Member

Photo
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Soon

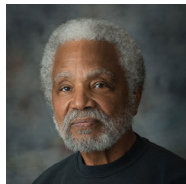
Sen. Megan Hunt
District 8
Omaha



Sen. Sara Howard
District 9
Omaha

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Sen. Wendy DeBoer
District 10
Omaha



Sen. Ernie Chambers
District 11
Omaha

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Sen. Steve Lathrop
District 12
Omaha



Sen. Justin Wayne
District 13
Omaha
Former School Board Member

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Sen. John Arch
District 14
Papillion



Sen. Lynne Walz
District 15
Fremont

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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

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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

2019 Senators

106TH LEGISLATURE, 1ST 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

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Sen. Myron Dorn
District 30
Adams



Sen. Rick Kolowski
District 31
Omaha

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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

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Sen. Dave Murman
District 38
Glenvil

Former School Board Member



Sen. Lou Ann Linehan
District 39
Elkhorn

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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

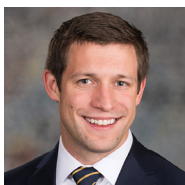


Sen. Dan Hughes
District 44
Venango

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

Photo
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Soon

Sen. Andrew La Grone
District 49
Gretna



Gov. Pete Ricketts

Your NASB Legislation Committee

106TH LEGISLATURE, 1ST SESSION



Stacie Higgins, Chair
NASB Vice President
Nebraska City



Lanny Boswell
NASB President
Lincoln



Steve Blocher
NASB President-Elect
West Point



Member 1
Lou Ann Goding
Omaha



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Ben Perlman
Omaha



Member 3
Lacey Merica
Omaha



Member 4
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Member 6
Linda Poole
Millard



Member 7
Sarah Centineo
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Member 8
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Member 9
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Patti Gubbels
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Member 12
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Member 16
Jim Vlach
Lyons-Decatur



Member 17
Christopher Waddle
Giltner



Member 18
VACANT



Appointed Member
Skip Altig
North Platte



Appointed Member
Linda Richards
Ralston



Appointed Member
Stephanie Summers
David City



Appointed Member
Brad Wilkins
Ainsworth

Mark Your Calendars

106TH LEGISLATURE, 1ST SESSION

January 9	2019 Legislative Session begins Leadership/Committee Chair Determined
January 23	Day 10: All bills must be introduced by this date
January 27	Legislation Committee Meeting
January 27-28	Legislative Issues Conference Cornhusker Marriott - Lincoln
June 6	Day 90: 2019 Legislative Session ends
July 1	Call for Legislative submissions from NASB Membership Due
July 20	Legislation Committee Meeting
November 22	2019 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 2019 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, 1ST SESSION

- ... as approved by the Legislation Committee on July 21, 2018
- ... and approved by the Board of Directors on August 11, 2018
- ... and adopted by the Delegate Assembly on November 16, 2018

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

CONFLICT OF INTEREST

NASB will support legislation to eliminate any potential conflict of interest problems with NASB board members and their votes on their local board.

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.

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.

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.

LEGISLATION IMPLEMENTATION

NASB supports the concept that any legislative bill that limits financial resources, or requires additional financial resources, is done within a timeframe that will not negatively affect the school's ability to prepare their budget.

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.



NASB's Standing Positions

106TH LEGISLATURE, 1ST SESSION

- ... as approved by the Legislation Committee on July 21, 2018
- ... and approved by the Board of Directors on August 11, 2018
- ... and adopted by the Delegate Assembly on November 16, 2018

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

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)

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)

BUSINESS AND EDUCATION PARTNERSHIPS

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

COLLABORATIVE SERVICES TO YOUTH

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

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)

PARENT INVOLVEMENT

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

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

ABUSE OF ALCOHOL, TOBACCO, AND 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)

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)

NASB's Standing Positions

106TH LEGISLATURE, 1ST SESSION

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)

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. (amended 2016)

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. (amended 2016)

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. (amended 2016)

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)

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)

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)

STUDENT DISCIPLINE

NASB supports student discipline as an essential, mutual responsibility of parents, teachers, and administrators, with final responsibility resting with school boards. (1999)

Curriculum and Instruction

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)

ACHIEVEMENT TEST SCORE USE

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

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)

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)

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)

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)

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)

Funding and Finance

ACCOUNTING OF FUNDS

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

NASB's Standing Positions

106TH LEGISLATURE, 1ST SESSION

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)

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)

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)

ELIMINATION OF EXPENDITURE LIMITATION

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

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)

FINANCING CAPITAL IMPROVEMENTS

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

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)

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)

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)

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. (amended 2016)

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)

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)

LEGISLATIVE REVIEW OF STATUTORY DEADLINES

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

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)

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)

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)

NASB's Standing Positions

106TH LEGISLATURE, 1ST SESSION

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. (2018)

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, amended 2018)

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)

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.

Governance and Structure

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)

ALLIED SCHOOLS

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

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)

AUTHORITY OF SCHOOL BOARDS

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

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)

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)

EDUCATIONAL SERVICE UNIT GOVERNANCE

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

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)

NASB's Standing Positions

106TH LEGISLATURE, 1ST SESSION

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)

ORGANIZATION

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)

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)

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)

SCHOOL ACTIVITIES

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

SCHOOL CALENDARS

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

Professional Standards & Employee Relations

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)

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)

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)

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)

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)

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)

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)

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)

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)

NASB's Standing Positions

106TH LEGISLATURE, 1ST SESSION

State Policy

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)

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)

CONSTITUTIONAL RIGHTS AND 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)

CORPORATE SPONSORSHIPS IN SCHOOLS

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

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)

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;
- 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. (amended 2016)

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)

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)

NASB's Standing Positions

106TH LEGISLATURE, 1ST SESSION

LOCAL DISTRICT ADVOCACY

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

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)

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)

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)



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NASB Monthly Update for Board Meetings - Agenda Item: OCTOBER 2019

"NASB Update"

As a board, some items to be focused on during October include:

- Monitor progress of district goals, link goals to discussion and action items
- Review your Strategic Plan Progress Report
- Review your Fall district enrollment figures for Budgeting
- Review Statewide Assessment Results
- Publish Report of Yearly Activities of the ESU Board; Due November 1 § 79-1228
- Negotiations shall begin; Due November 1 § 48-818.01
- **Appoint your NASB Delegate Assembly Representative**
- Review Annual Emergency Safety Plan
- Superintendents file Financial Report; Due November 1 § 79-528

Networking & Events

August & September saw NASB's annual tour of the state for nine **Area Membership Meetings**. It was so good to see so many of you, and look forward to continuing our conversations, networking and learning at the annual State Conference in November. Speaking of ...

State Conference registration is now open! You should have received the full agenda in the mail, it is also located online at <http://members.nasbonline.org/index.php/state-education-conference>

Advocacy/Interim Studies:

Some of the key Interim Studies on Administrative Costs and ESUs took place in late September, early October. Video recaps are posted at www.Facebook.com/NASBOnline ... The 2020 legislative session will be here before we know it. Stay engaged during the off-season, have a voice at Delegate Assembly, and mark your calendar to attend the Legislative Issues Conference in February!

Follow NASB on twitter at www.twitter.com/NASBOnline using the hashtag #liveNASB and on facebook at www.facebook.com/NASBOnline

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

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

Thanks for all you do for your board, your community and the entire state by serving public education in Nebraska.



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

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

2019 STATE EDUCATION CONFERENCE NOVEMBER 20-22 CHI HEALTH CENTER - DOWNTOWN OMAHA

State Conference Registration Is Open!

Hotel Room Reservations Are Open Now And Filling Up Fast ...

AGENDA: <http://members.nasbonline.org/index.php/state-education-conference>

THIS
WEEK!

SEEKING MODERATORS

BOARD MEMBERS, SUPERINTENDENTS & ADMINISTRATORS ARE INVITED TO SERVE AS BREAKOUT SESSION MODERATORS. EMAIL SENDORF@NASBONLINE.ORG BY **OCTOBER 4**. FIVE AWARD OF ACHIEVEMENT POINTS WILL BE GRANTED FOR YOUR ASSISTANCE.

CLASSROOM SHOWCASE

THIS IS AN OPPORTUNITY FOR STUDENTS AND TEACHERS TO DEMONSTRATE PROJECTS AND PROGRAMS THAT REFLECT THE INTEGRATION OF TECHNOLOGY IN CURRICULUM. THE CLASSROOM SHOWCASE IS SCHEDULED FOR 8:00 – 11:30 A.M., FRIDAY, NOVEMBER 22. CONTACT JULIE MOORE AT EXECUTIVEDIRECTOR@NETASITE.ORG WITH QUESTIONS OR TO SIGN UP.

STUDENT VOICES

NOMINATE A STUDENT FROM YOUR DISTRICT TO PARTICIPATE IN THE PANEL DISCUSSION TO OFFER THEIR PERSPECTIVE ON A VARIETY OF ISSUES. OUR GOAL THIS YEAR IS TO INCLUDE STUDENTS FROM ALL LEVELS OF ACHIEVEMENT AND PARTICIPATION. WE WOULD LOVE TO SEE STUDENTS THAT WILL PURSUE A 2 YEAR DEGREE, THAT MAY ENTER THE MILITARY OR WORKFORCE AFTER GRADUATION IN ADDITION TO THOSE WHO PLAN TO PURSUE A 4 YEAR DEGREE. THIS SESSION WILL BE THURSDAY, NOVEMBER 21 FROM 2:15-3:15 PM. NOMINATIONS ARE DUE **OCTOBER 4**. VISIT WWW.NASBONLINE.ORG TO DOWNLOAD THE NOMINATION FORM.

THIS
WEEK!

106th Legislature, 2nd Session Begins Wednesday, January 8, 2020

Legislative Issues Conference | February 9-10, 2020 | Lincoln

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.

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

The Nebraska Association of School Boards provides support to School Boards to strengthen public education for all Nebraska children.

Student / Staff Count 2019-2020 School Year

Elem. School	Grade																		Total *Student / Staff	
	PS		KG		1		2		3		4		5		6		Staff	Students *		
	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud				
All Student Counts Are Actual SIMS Enrollment Figures																				
BLUM	2	26	2	45	3	50	3	48	3	50	3	53	2	48	2	51	21	345		
KW	2	21	1	22	1.5	24	1.5	22	1.5	32	1.5	27	1.5	30	1.5	19	10	176		
MEAD	2	36	2	46	2	40	2	46	2	41	2	37	2	49	2	42	14	301		
MOCK	1	20	3	46	2	58	3	57	2	46	3	51	2	48	2	50	17	356		
SEY	1	17	2	33	1.5	33	1.5	32	1.5	34	1.5	32	1.5	30	1.5	39	11	233		
WW	2	37	2	45	2	39	2	31	2	32	2	45	2	47	2	37	14	276		
Totals By Gr	10	157	12	237	12	244	13	236	12	235	13	245	11	252	11	238	87	1687		
*Does not include PS																				
Blum. & Sey. SPED staff & KW Hearing Impaired for K-6 is added to staff Total																				
Sec. School	7		8		9		10		11		12		TOTAL							
	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud	Staff	Stud				
RMS		252		223									0	475						
RHS						240		252		257		286	0	1035						
Totals	Staff	*Stud	Ratio		*Stud 18-19	Change for 19-20														
BLUM	23	371	16/1		390	-19		*Includes PS												
KW	12	197	16/1		194	3														
MEAD	16	337	21/1		344	-7														
MOCK	18	376	21/1		383	-7														
SEY	12	250	21/1		247	3														
WW	16	313	20/1		287	26														
Totals	97	1844	19/1		1845	-1														
RMS	36	475	13/1		453	22														
RHS	70	1035	15/1		1039	-4														
Sec. Total	106	1510	14/1		1492	18		Oct 10 2019												
Dist. Total	203	3354	17/1		3337	17		8:33 AM												

Bill Review Schedule for 2019

January 14

Jay
Mary

February 11

Heather
Linda

March 11

Mike
Liz

April 8

Mary
Heather

May 13

Linda
Liz

June 10

Mike
Jay

July 8

Mary
Heather

August 12

Jay
Liz

September 9

Heather
Linda

October 14

Mike
Liz

November 11

Mary
Jay

December 9

Mike
Linda

Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, 2018-2022

The Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties has four separate program areas. It includes:

- CAP Section 1: Increased Access to Early Childhood Programming (The Superintendents' Plan)
- CAP Section 2: The Superintendents' Plan to Improve Attendance—GOALS
- CAP Section 3: Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers
- CAP Section 4: Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan

All CAP Program Sections predate the statutory creation of the Community Achievement Plan and were immediately identified, by the superintendents of the eleven school districts within the Learning Community, as meeting the intent of the legislation that created the Community Achievement Plan and as mechanisms by which on-going collaboration and improvements in critical need areas might be addressed.

It is important to note that each of the CAP sections are at a different point in their development and life-cycle.

- CAP Section 1: The Superintendent's Plan for Early Childhood Programming was adopted unanimously by the 11 superintendents in June 2014 and approved by the Learning Community Council in August 2014 for initial implementation during the period from September 2014 through August 2017. Full implementation has existed for two years.
- CAP Section 2: The Superintendents' Plan to Improve Attendance—GOALS was created in August 2011 when the superintendents of the eleven public school districts in Douglas and Sarpy Counties released a plan to improve student attendance. The plan has evolved and been modified based on available resources and statutory and school district policy changes and changing leadership within GOALS.
- CAP Section 3: Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers. The programs were initiated in 2012 and have continued to evolve in their delivery of services to parents and students since.
- CAP Section 4: Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan—The initial plan, submitted as a part of the CAP, was developed between July 2016 and April 2017. The goals and metrics of the plan have evolved and been refined over the last two years.

Ultimately, the Community Achievement Plan must address certain fundamental questions. Among these questions are:




- What impact has the Community Achievement Plan of the Learning Community had on the metro area?
- What is the Community Achievement Plan of the Learning Community doing to move the achievement needle?

Both questions can be addressed by reviewing data collected through on-going evaluations and initiatives that identify and address recognized needs. Such are presented in the summary information that follows.

Learning Community Evaluation Trend Analyses: Comparisons from FY2014 through FY2018

The following is a data summary for the Learning Community across the past five years including Classroom, Family, and Child Outcomes.

The following is a key to understanding the results:

-  Denotes these results are based on descriptive analyses and there were improvements over time.
-  Denotes these results are based on statistical analyses and there were significant improvements over time.
-  Denotes data was not collected during this time period using this measure.

WHO WAS SERVED OVER THE PAST FIVE YEARS?

Learning Community including Intensive Early Childhood Partnership Program, LCCSO and LCCNO.

- 49,457 students
 - 7656 students birth through 6
 - 41801 students in grade school programs
- 2500 parents
- 3667 teachers

Superintendent's Plan

- 7367 students
 - 255 infant and toddlers
 - 7112 students in PreK through Grade 3
- 2208 teachers/providers
- 226 families

The numbers served include all of the students and parents served in the program.

WHAT WERE THE STUDENT OUTCOMES?

RATIONALE: School readiness is an essential concern for students entering the educational system. Students enrolled earlier and for a longer duration demonstrate better short and long-term results especially those from diverse backgrounds (Shonkoff & Phillips 2000; Barnett, 2008).

- Young children’s vocabulary skills predict later academic and behavioral skills in grade school (Morgan, et al., 2015).
- Early executive functioning skills predict 5th grade math and reading ability (Ribner, et al., 2017).
- Socio-emotional skills, physical and mental health, perseverance, attention, motivation, self- confidence are important for success in life (Barnett, 2004; Heckman, 2007).

Intensive Early Childhood Partnership Program

Students in early childhood preschool programs are closing the achievement gap, which is demonstrated as they significantly improved their skills over time. This pattern is consistent across multiple years and academic areas.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Vocabulary (PPVT): Significant change across time	✓	✓	✓	✓	✓
By spring of each year on average 13% more students performed within the average range on vocabulary skills.					
School Readiness (Bracken): Significant change across time	✓	✓	✓	✓	
By spring of each year on average 15% more students performed within the average range in school readiness.					

Social-Emotional (DECA): Significant change across time				✓	✓
By spring of each year on average 20% more students performed above the mid-point of average range in social-emotional skills.					

Intensive Early Childhood Partnership Program:

Students with intensive preschool experience demonstrated significantly higher scores in math as compared to their peers at entrance to Kindergarten.

Jump Start Pilot:

Students were better prepared for kindergarten than their peers based on teacher ratings and demonstrated significant improvement in school readiness skills over time.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Readiness (Bracken): Significant change across time	✓	✓	✓	✓	✓

Learning Community South Omaha (LCCSO):

Students whose parents participated in LCCSO had higher rates of proficiency than comparable peers.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Nebraska State Assessments (NeSA and NSCAS)		✓	✓ (3 rd grade)	✓ (3 rd grade)	(3 rd grade)

SUPERINTENDENT'S PLAN:

Language, academic, and executive function skills development improved for all children in PreK to Grade 3.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Preschool Language Scale: Infants and toddlers slightly decreased receptive and expressive skills over time.					
Children whose families received more home visits over time demonstrated higher levels of expressive and total language scores at follow-up.					
Peabody Picture Vocabulary Test, Fourth Edition (PPVT): Students in PreK through Grade 1 improved* vocabulary skills across time.				✗	

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Kaufman Test of Educational Achievement, 3 rd Edition Brief Form (KTEA-3): Students PreK through Grad 1 improved* academic skills across time.				X	X
Comprehensive Executive Function Inventory (CEFI): Students in PreK through Grade 1 improved* academic skills across time.				X	X
<p>For most grade levels, students who made the most gains were black, Hispanic, or were eligible for free and reduced lunch.</p> <p>*Note these results are based on descriptive analyses.</p>					

WHAT WERE FAMILY OUTCOMES?

RATIONALE: Partnerships between home and school are especially important for children who are socially and economically disadvantaged (Jeynes, 2005).

- Parent involvement positively influences social-emotional competence (Fantuzzo & McWayne, 2002).
- Positive play interactions between mothers or fathers and their children predicted children’s fifth-grade math and reading abilities (Cook, Roggman, & Boyce, 2011).

Learning Community Centers of North and South Omaha:

Parents enrolled in either Parent University (LCCNO) or in the Family Learning Program (LLCSO) demonstrated gains in both parenting skills and stress levels.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Keys to Interactive Parenting Scale (KIPS): Significant change across time	✓			✓	
For the years in which KIPS, a parent-child interaction assessment, was collected families met the program goal in at least one area of the scale. Significant change in overall score was found from pre to post in 2013-2014 and 2016-2017.					
Parenting Children and Adolescents Scale (PARCA): Significant change across time		✓	✓	✓	✓
Parents demonstrated significant improvement across multiple parenting domains with as many as 91% of parents experiencing clinically significant improvements.					

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parent Stress: Significant change across time	✓	✓	✓	✓	
Parents reported significantly decreased levels of stress from pre to post following intervention with a Family Liaison or participation in Parent University.					
Circle of Security-Parenting: Significant change across time			✓	✓	✓
Parents reported significantly improved relationship with their children and improved parenting skills after attending course at the Parent University.					

Superintendent's Plan:

Parents had greater access to social support and improved access to basic needs such as food, housing, and other support services.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
FRIENDS Protective Factors Survey (PFS): Parents of infants and toddlers improved* their access to concrete and social supports.					X
FRIENDS Protective Factors Survey (PFS): Parents of students in PreK to Grade 3 improved* their access to concrete and social supports.				X	X
Keys to Interactive Parenting Scale (KIPS): Parents of infants and toddlers demonstrated care-giver child interactions in the mid-range and remained relatively stable over time					

WHAT WAS THE QUALITY OF THE CLASSROOMS?

RATIONALE: Quality early childhood programs have been linked to immediate, positive developmental outcomes, as well as long-term, positive academic performance (Burchinal, et al., 2010; Barnett, 2008).

- Preschool education has significant lasting effects on cognitive abilities, school progress (grade repetition, special education placement, and high school graduation), and social behavior (Aos, et al., 2004).

Intensive Early Childhood Partnership programs:

The preschool programs met the research-based threshold for quality. Since FY2014 the quality scores have improved 12%. From 2013 through 2016 8 classrooms were evaluated per year. These observations were expanded to 35 classrooms in 2017-2018.

Instructional Coaching:

Teacher scores improved in at least one major domain from fall to spring each year and met the threshold of quality for 3 out of 4 major domains. A total of 330 classrooms were observed from 2013-2015 to 2017-2018 and has expanded from two districts to four districts.

Superintendent's Plan:

Classroom (n=149) quality and interactions in full implementation schools improved from the first to the third year across all domains. Each year, teachers rated "high" in the classroom organization domain.

WHAT NEW INITIATIVES HAVE BEEN CREATED WITHIN THE CAP TO ADDRESS STUDENT ACHIEVEMENT?

CAP Section 4 Focus Areas

Mathematics

Since 2017, the focus on Mathematics has resulted in advances in three distinct areas:

1. Mathematics Professional Development Cohorts which in its first year including 92 high school and postsecondary math teachers.
2. UNO General Education Math Requirements were reviewed and revised expanding math options for students to meet college requirements.
3. Designed an 18 graduate credit hour program to enable high school teachers to teach dual enrollment math courses in high school thus increasing student access to such courses.

Literacy

The MOEC Early Literacy Strategic Work Group was established to determine viable actions that could be taken to better ensure that students are proficient in literacy by the end of third grade. Participants identified a major goal of improving the basic literacy knowledge and skills of early grade educators, their school principals, and reading specialists. After months of discussion, a plan for 2019-20 was developed, and school districts were invited to participate if they felt the project would support their own literacy education needs.

Grade Level Reading: Metro Omaha “Raise Me to Read”

As a companion MOEC project related to early literacy, MOEC has partnered with United Way of the Midlands and the Learning Community of Douglas and Sarpy Counties and with the Council Bluffs Raise Me to Read project in submitting an application to join the national Campaign for Grade Level Reading, becoming the first Nebraska community to join 44 other states in an effort to involve community support for the goal of having all children read proficiently by the end of third grade. The official announcement of Metro Omaha as part of the national Campaign for Grade Level Reading occurred on August 30, 2019.

FAFSA

Since the 2016-2017 school year, MOEC districts have focused on increasing the numbers of students/families that complete the FAFSA (Free Application for Federal Student Assistance) since it is a key to successful transition from high school to postsecondary experiences. Data from the Nebraska Coordinating Commission on Postsecondary Education and Iowa College Aid confirm an upward trend in FAFSA completions.

School Attendance

The MOEC School Attendance Strategic Work Group convened for the first time in the 2018-19 school year. Schools have become more involved in efforts to increase school attendance and to decrease student chronic absence, defined as missing 10% or more of school days. In the first year of this working group, members shared chronic absence data, developed and demonstrated strategies and dashboards for tracking school attendance, and implemented actions designed to share the message that regular school attendance is important. Representatives of the work

group made presentations to teacher groups in the spring and summer of 2019. The goal would be for the work group to develop specific action plans to impact student absenteeism in the coming year. MOEC served as a leading partner, representing the work group in planning for the August 30 School Attendance Kickoff and Press Conference

Dual Enrollment

MOEC initiated a Dual Enrollment Strategic Work Group mid-year in the 2018-2019 school year. Data collected for the high school class of 2018 showed that the overall percentage of high school graduates that completed at least one dual enrollment, Advanced Placement, International Baccalaureate or college level course prior to high school graduation was 64%. The average by districts was 68%, representing a range between 51% and 90% in the twelve districts.

Ninth-Grade Success

MOEC has developed one metric that measures high school freshman success: “2.3 – High school freshman who are on track to graduate on time.” The metric was determined to be completion of 25% of credits required for graduation. For the 2017-18 school year, the overall MOEC average (all MOEC freshman) was 87%; the average of district averages was 93%, and the range of district averages was 78% to 99%. 2018-2019 data will be collected and compared as training using the University of Chicago’s National Freshman Success Institute continues.

CAP Section 2—GOALS (Attendance) Focus Area

In the spirit of continuous quality improvement, The GOALS Center is consistently assessing program effectiveness and service delivery to families and stakeholders. The evaluation of programmatic efficacy is an essential component of any strategic, forward thinking agency. After a thorough, program-wide evaluation GOALS will begin focusing organizational efforts on building on identified strengths and tackling areas of challenge. Over the next two years, stakeholders should see, development in the following areas of the organization:

- Detailed service description
- Improved case management functions
- Defined target population and referral process
- Development/implementation of new case management system
- New and interactive website and increased social media presence
- Clear outward facing key program indicators
- Data management and reporting that is transparent to all stakeholders and outlines GOALS areas of impact
- Intentional community partnerships that address family barriers that impact student attendance subsequently closing the achievement gap for students while keeping families from penetrating the child welfare and juvenile justice systems

ASSESSMENT TOOLS

All tools that were selected were validated tools that are used in national studies related to the questions in the Learning Community Evaluation. These are considered industry standard tools.

Tool	Author	Purpose
Bracken School Readiness Assessment, 3 rd Ed.	Bracken, B. (2007)	The Bracken School Readiness Assessment is a concept test for PreK children that evaluates their skills related to colors, letters, numbers, size and comparisons, and shapes.
Classroom Assessment Scoring System (CLASS)	LaParo, Hamre, & Pianta, 2012.	CLASS “is a rating tool that provides a common lens and language focused on what matters—the classroom interactions that boost student learning.”
Circle of Security Survey	Jackson, B. (2014) Unpublished	This survey completed by parents evaluates three areas including parenting strategies, parent-child relationships, and parenting stress. It is based on a 5 point Likert scale.
Devereux Early Childhood Assessment (DECA), Second Edition	LeBuffe, P. & Naglieri, J. (2012).	The DECA assesses young children’s social-emotional protective factors, specifically evaluating, initiative, attachment, behavior concerns, and self-control.
FRIENDS Protective Factors Survey (PFS)	FRIENDS National Resource Center for Community Based Child Abuse Prevention (2011)	The PFS is a broad measure of family well-being that examines five factors including: family resiliency, social supports, concrete supports, child development knowledge and nurturing and attachment. It is scored on a 7 point Likert scale.
Parenting Children and Adolescents Scale (PARCA)	Hair, E., Anderson, K., Garrett, S., Kinukawa, A., Lippman, I., & Michelson, E. 2005	This is a parent completed assessment that evaluates three areas including: supporting good behavior, setting limits and being proactive in their parenting. It is based on a 7 point Likert scale.
Peabody Picture Vocabulary Test-IV	Dunn, L. M., & Dunn, D. M. 2007 Pearson	A measure of receptive vocabulary.

Please Join
Ralston Public Schools
for a
Thanksgiving
Luncheon



Ralston Senior Citizens Annual Thanksgiving Luncheon
to thank you for your support of public education
Thursday, November 7, 2019
11:30 a.m. at Ralston High School

