

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. District Technology Plan Update
Speaker(s): Mr. Jason Fink, Mr. Jason Buckingham, Dr. Cecilia Wilken
 - 6.2. RPS Instructional Environment Overview
Speaker(s): Dr. Mark Adler
 - 6.3. Government Relations Update
Speaker(s): Dr. Mark Adler
 - 6.4. NASB Updates and Information
Speaker(s): Mrs. Robin Richards
 - 6.5. Enrollment Update
Speaker(s): Dr. Mark Adler
7. Standards Based School Improvement
 - 7.1. Jessica Sims-Holmes Early Graduation Request (Action)
Speaker(s): Dr. Adler & Ms. Tvrdy
 - 7.2. Policy 6005 Academic Credits and Graduation (Action)
Speaker(s): Dr. Cecilia Wilken
 - 7.3. Construction Manager at Risk Method of Construction
Speaker(s): Dr. Mark Adler
 - 7.3.1. Construction Manager at Risk Board Resolution (Action)
Speaker(s): Dr. Mark Adler
 - 7.3.2. Policy 3042 Construction Management at Risk Contracts (Action)
Speaker(s): Dr. Mark Adler
 - 7.3.3. Authorization for Notice and Publication of Request for Proposals (Action)
Speaker(s): Dr. Mark Adler
8. Policy Review

9. Executive Session Disclosure
 - 9.1. Executive Session (Action)
Speaker(s): Dr. Mark Adler
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.

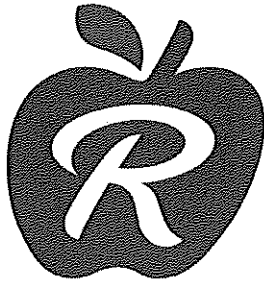
PLEASE PRINT

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 25th, 2021

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:

Maci Schott

(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

**Ralston Public Schools
Board of Education Regular Meeting**

Monday, October 11, 2021

The Ralston Public Schools Board of Education met in open and public session on October 11, 2021, at 6:00 pm. The meeting was held at the Virginia Moon Administrative Center, 8545 Park Drive, Ralston, NE. The District provided advanced notice by publication in *The Omaha Daily Record* and on the District’s website, www.ralstonschools.org.

Call to Order

The Board President, Ms. Mary Roarty, called the meeting to order at 6:00 pm.

Roll Call

In addition to the Board members, those in attendance included Dr. Mark Adler, Mr. Jason Buckingham, Dr. Cecilia Wilken, Mrs. Melissa Stolley, Mr. Jim Frederick, and Mrs. Marci Carroll.

Consent Agenda

Consent agenda items include minutes from the September 27th meeting; September Financial Reports, September bills in the amount of \$513,246.57 for the General Fund, and \$4,268.94 for the Special Building Fund. Prior to the meeting Mrs. Robin Richards and Mrs. Elizabeth Kumru reviewed the bills. Local Substitute Certificates for Tricia Gushard; Brianna N. Mather; Kelsey Philippe; and Maxton Carlos. Recommend the following teacher resignation be accepted:
Kellie Prather - Karen Western – Kindergarten

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

Mrs. Richards:	Yes
Ms. Roarty:	Yes
Mrs. Willey:	Yes
Dr. Irwin:	Yes
Mr. Riepe:	Yes
Mrs. Kumru:	Yes

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Dr. Jay Irwin congratulated the Ralston High School Band and Color Guard for their Division 2 rating and Class A 1st place at the LINKS Marching Competition.

Mrs. Liz Kumru expressed her congratulations to the Ralston High School Quiz Bowl team. The two students went 7-0 to win the championship at the UNL Quiz Bowl Tournament. She also was excited about the Ralston High School’s Auto Academy receiving its ASE (Automotive Service Excellence) accreditation. RHS is the only school in the metro area to earn this designation.

Mrs. Robin Richards was excited for the return of Ralston High School’s College and Career Day. This event gives students a chance to learn about future career paths and meet with local business personnel and area college representatives to discuss future opportunities. Mrs. Richards was also glad to see the return of the Outdoor Education program for our 6th grade students.

Mrs. Samantha Willey provided information on one of the NASB sessions she recently attended on engaging stakeholders.

Mr. Merv Riepe expressed his concerns about how the Public Comment section is currently being run during each meeting. He would like to see more interaction between Board members and the public. He expressed interest in presenting to the Board at a future meeting some ideas on how to increase interaction between Board members and those who give public comments.

Ms. Mary Roarty was excited to recognize Ralston High School junior Bailey Johnson for being selected to the Children's Hospital Youth Advisory Board.

Superintendent's Report

Dr. Adler expressed his congratulations to the Board for receiving the 2021 Nebraska Association of School Boards President's Board Award. This award shows their commitment to excellence and leadership.

Government Relations and Redistricting Update

Mr. Joe Kohout provided the Board an update regarding state legislative issues and recent redistricting assignments. He reviewed some important dates in the legislative calendar and discussed some upcoming bills our District Administrators and Board members should be watching that could affect education.

Wildewood Elementary School Improvement Plan

Wildewood Principal, Mrs. Ashley Holmes, along with First-Grade Teacher Ms. Jill Klich and EL Teacher Ms. Heather Pash, presented Wildewood Elementary's School Improvement Plan. They started their presentation by discussing the school's vision, guiding mantra, and collective commitments. They talked about how the staff developed each of these areas.

They then presented information on the school's two main goals and the strategies, action steps, and data related to those goals.

Goal #1 is focused on social and emotional learning and centered on students practicing empathy and exhibiting self-control. Mrs. Holmes shared the school's student referrals have decreased from 472 in 2018-2019, to 49 for the 2020-2021 school year. Goal #2 is focused on academics and concentrated on improving reading and math skills for students.

District Assessment System and Results

Dr. Cecilia Wilken provided the Board members with an informational presentation on educational student assessment systems. She started with a terminology breakdown (formative, common formative, summative assessment, etc.) and discussed the many assessment types.

Dr. Wilken then provided an in-depth look at the MAP assessment and how the District measures learning growth for each student. She showed Board members an example MAP student profile and went over each area. Dr. Wilken also shared other example data forms including: MAP family, class, and student growth summary reports. She wanted to show the Board what information parents can view and data our staff review to help students reach their potential and address their needs.

Finally, Dr. Wilken went over the District's MAP achievement data and answered any questions the Board members had to help provide a better understanding of MAP and different assessment systems.

Graduation Requirement Discussion

Dr. Cecilia Wilken discussed suggested changes on Ralston High School graduation requirements and asked the Board for their feedback. The minimum number of credits to graduate will remain at 240 and comply with Rule 10 requirements. The focus will be on giving students a choice and a voice when selecting courses. The new requirements will also provide increased access to higher-level learning through AP/Dual Enrollment classes and Metro Community College Academies.

Updates also include:

- Requiring English 1 and 2 but providing Speech and Composition as electives
- Reducing Career Education requirements by five credits and providing the option of either Career Explorations or Career Capstone
- Increasing Electives by five credits
- Updating all course names

Committee on American Civics

Board Policy 2002 requires the appointment of three Board members to form a Committee on American Civics. The committee is required to meet at least twice a year with one meeting providing the opportunity for public testimony. Dr. Wilken provided a curriculum adoption update for 2021-2022 for K-4, 5-6, and 7-12 grade levels.

RPS Instructional Environment Overview

Dr. Adler stated he continues his weekly participation in conference calls and meetings with local health officials, other agencies, and area Superintendents to keep up-to-date on the COVID-19 virus. Dr. Adler reported he would provide an update to District families on October 21st regarding mask policies for students and staff.

NASB Update

Mrs. Robin Richards reported that NASB has expressed some concern with the Justice Department addressing violent threats against school officials and teachers. Mrs. Richards also announced she will be interning with NASB in the spring as part of her Master's Degree program.

Enrollment Update

Option enrollment is now open for the 2022-2023 school year.

STANDARDS BASED SCHOOL IMPROVEMENT

No agenda items.

POLICY REVIEW

No policies were reviewed.

Adjournment

The Board adjourned at 8:37 pm with a motion made by Dr. Jay Irwin and a second by Mrs. Liz Kumru.

Mrs. Richards: Yes

Mrs. Willey: Yes

Mrs. Kumru: Yes

Mr. Riepe: Yes

Dr. Irwin: Yes

Ms. Roarty: Yes

The next regular meeting is scheduled for October 25th at 6:00 pm.

Ms. Mary Roarty, President

Mrs. Liz Kumru, Secretary

District Achievement Plan: 1:1 Device Access for Students

Prior to this school year, Ralston Public Schools had 1:1 access, but was not a 1:1 school district. We partnered with Prizm Advisors to evaluate and develop our technology systems and we are in year seven of our technology replacement plan.

- With the pandemic, Ralston initiated the 1:1 initiative for K-12 on 3 different operating systems (Google, iOS, and MacOS) on 4 different devices (iPads, Chromebooks, MacAirs, MacBook Pros).
- Previously, staff training varied based on the building. At the district level, staff were provided basic training focused on systems such as Moodle, the basics of Google Suite, Seesaw, and eDoctrina.
- Choice sessions were provided regarding resources for use of technology in the classroom related to a district focus (i.e. 3C Student Engagement) or building focuses (i.e. student portfolios, parent communication, etc)

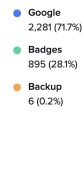
For the current school year we continue with 1:1 access for students. For K-2 students we are following a 2:3 device/student ratio and 1:1 ratio for grades 3-12. We have 3 operating systems and 3 devices.

- K-2 students are operating on Apple iPads and continue to use Seesaw as their learning Management System.
- 3-12 students use Chromebooks/Apple Macbook Airs and use Seesaw(3&4) or Google Classroom (5-12) as their LMS.
- The district has also migrated to an updated SIS (Student Information System) through ESU3. This has created a more mobile friendly format that was applied to the family, admin, & teacher sites.
- The networking team has continued to update network switches and access points throughout the district. The district controller has also been updated to help manage the network demands. We will also be looking at firewall advancements, server updates and end user security updates.
- Fiscal Responsibility - 4 year replacement cycle - \$1,081,000 commitment
 - 2021 - RHS (250 chromebooks -yearly) Blumfield (305), Mockingbird (340), Seymour (215) = \$354,000
 - 2022 - RHS (250 chromebooks - annually) = \$80,000
 - 2023 - RHS (250 chromebooks - annually) Karen Western (165) = \$176,000
 - 2024 - RHS (250 chromebooks - annually) RMS (500), Meadows (205), Wildewood (230) = \$472,000
- Future Ready Ralston - Technology is part of our successful bond issue by updating background systems and standardizing what technology looks like in our classrooms.

Data Driven Decision Making - Most of our systems have a data component that is used to make system and process decisions.

Statistics

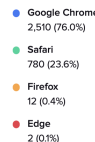
Login Method



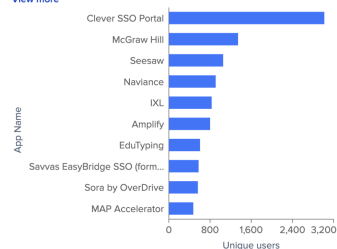
Device



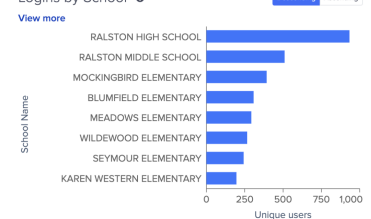
Browser



Logins by App (Top 10)



Logins by School



District Achievement Plan: 1:1 Device Access for Students

Purpose

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

Direction

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

Guiding Mantra

OneRalston

Collective Commitments

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

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

Strategy

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

Measurable objectives:

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

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

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

Data:

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

[Achievement Data Charts](#)

Action Step(s)	Timeline	Responsible Parties
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<p>Prior to 2020-2021: Prior to this school year, Ralston Public Schools had 1:1 access, but was not a 1:1 school district. We partnered with Prizm Advisors to evaluate and develop our technology systems and we are in year seven of our technology replacement plan. With the global pandemic, Ralston initiated the 1:1 initiative for K-12 on 3 different operating systems (Google, iOS, and MacOS) on 4 different devices (iPads, Chromebooks, MacAirs, MacBook Pros). Previously, staff training varied based on the building. At the district level, staff were provided basic training focused on systems such as Moodle, the basics of Google Suite, and eDoctrina. Choice sessions were provided regarding resources for use of technology in the classroom related to a district focus (i.e. 3C Student Engagement) or building focuses (i.e. student portfolios, parent communication, etc).</p>			
<p>Exploration Select 1:1 Technology Framework (Triple E Framework with 2016 ISTE Standards for Students)</p> <ul style="list-style-type: none"> • 	June 2020	June 2020	Cecilia Wilken, Jason Fink, & ESU3 Consultants
<p>Initial Implementation Implement with media specialists and Curriculum Integration council</p>	June 2021	June 2023	Cecilia Wilken, Jason Fink, & ESU3 Consultants
<p>Full Implementation Select Learning Management System (LMS) for 1:1</p> <ul style="list-style-type: none"> • PK-4th: <i>Seesaw</i> • 5th-12th: <i>Google Classroom/Moodle</i> 	June 2020	June 2023	Cecilia Wilken & Jason Fink
<p>Initial Implementation Develop Curriculum Integration Council that consists of 1 administrator and 1-2 teachers (based on elementary or secondary) per building.</p>	June 2020	June 2020	Cecilia Wilken, Jason Fink, & Building Principals
<p>Monitor Provide initial 1:1 training to staff on Best Practices for Remote Learning (including initial dive into LMS - Seesaw and Google Classroom).</p>	June 24th	August 2020	Cecilia Wilken, Jason Fink, & ESU3 Consultants
<p>Complete Provide Curriculum Integration Council training on Triple E framework & ISTE Standards and get feedback/reflection on Learning Expectations for 1:1 implementation focused on remote learning.</p>	June 2020	July 2020	Cecilia Wilken, Jason Fink, Robbie Jensen, & Curriculum Integration Council
<p>Initial Implementation Develop guidance documents for</p>	June 2020	August 2020	Cecilia Wilken, Gina Yowell,

navigation of: <ul style="list-style-type: none"> • Seesaw Best Practices • Google Classroom Best Practices • Weekly Communication • Asynchronous Learning • SIMS / Google Classroom Gradebook Integration 			Jamie Honke, ESU3
Initial Implementation Survey families, students, and staff.	Delayed due to COVID	June 2023	Cecilia Wilen, Jim Frederick, various stakeholders
Monitor System updates: <ul style="list-style-type: none"> • Initiate a RPS Technology Help Desk • Device distribution • Handling broken devices 	August 2020 & Beyond		Jason Fink, Jennifer Ludes, Josh Claussen, Deb Holtmeyer, Robert Whitbeck, Cecilia Wilken, Principals
Full Implementation Initiate/Manage/Troubleshoot system integration between SIMS, Clever, LMS, and curriculum material access.	June 2020	June 2022	Cecilia Wilken, Jason Fink Gina Yowell, & ESU3
Complete Provide district training based on stakeholder survey responses and feedback. <ul style="list-style-type: none"> • Introduction to Seesaw (PK-4th) • Introduction to Google Classroom (5-6) • Google Jamboard/Google Draw • Seesaw - Advanced • Google Classroom WorkFlow • Assessing online in person or remotely 	August 2020	May 2021	Cecilia Wilken, Gina Yowell, Jason Fink, & ESU3 Consultants
Complete Meet with building administration regarding initial implementation to discuss: what's going well, what is building working through, next steps, support needs from district personnel or ESU3 consultants	September 11, 2020	September 11, 2020	Cecilia Wilken, Jason Fink, Gina Yowell, Laurie Kerr, & Adam Larsen

<p>Complete Complete needs assessment of the following:</p> <ul style="list-style-type: none"> • LMS and curriculum work on each device type • Amount of device access for K-3 • Reproducibles that can be shifted to an online format based as appropriate for 1:1 grade levels with consideration of the developmental progression of student learning 	January 2021	June 2021	Cecilia Wilken, Jason Fink, Focus Groups
<p>Initial Implementation Update technology use goals for use of technology during the 2022-2023 school year.</p>	March 2022	July 2023	
<p>Full Implementation Continue to streamline 1:1 WorkFlow systems.</p>	August 2021 & beyond		
<p>Full Implementation Develop a structure for what the Media Specialists roll will be in 1:1 integration at the building level.</p>	February 2021	May 2022	
<p>Full Implementation Shift to online curriculum materials in new curriculum adoptions as appropriate for 1:1 grade levels.</p>	2021 & beyond		
<p>Initial Implementation Review and identify how the 1:1 technology initiative is integrated into other current Achievement Plans.</p>	March 2022	July 2023	
<p>Initial Implementation Provide teacher training based on teacher needs in relation to the Triple E framework.</p>	2021 & beyond		
<p>Initial Implementation Provide teacher training for the updated NEBsis student information system through ESU</p>	Present	August 2022	Cecilia Wilken, Gina Yowell, Jason Fink, & ESU3 Consultants

2021 NEBRASKA UNICAMERAL LEGISLATURE
Alphabetical List

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

As of 1/6/2021

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

2021 NEBRASKA UNICAMERAL LEGISLATURE

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

As of 1/6/2021

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

2021 LEGISLATIVE COMMITTEES

Committee on Committees Final Report Standing Committees

Updated 1/7/21

Agriculture (8)

Tuesday

Halloran (C), Brandt, Brewer, Cavanaugh, J., Gragert, Groene, Hansen, B., Lathrop

Appropriations (9)

Monday, Tuesday, Wednesday, Thursday, & Friday

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

Banking, Commerce and Insurance (8)

Monday & Tuesday

Williams (C), Aguilar, Bostar, Flood, Lindstrom, McCollister, Pahls, Slama

Business and Labor (7)

Monday

Hansen, B. (C), Blood, Gragert, Halloran, Hansen, M., Hunt, Lathrop

Education (8)

Monday & Tuesday

Walz (C), Day, Linehan, McKinney, Morfeld, Murman, Pansing Brooks, Sanders

General Affairs (8)

Monday

Briese (C), Arch, Brandt, Brewer, Cavanaugh, J., Groene, Lowe, Wayne

Government, Military and Veterans Affairs (8)

Wednesday, Thursday, & Friday

Brewer (C), Blood, Halloran, Hansen, M., Hunt, Lowe, McCollister, Sanders

Health and Human Services (7)

Wednesday, Thursday, & Friday

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

Judiciary (8)

Wednesday, Thursday, & Friday

Lathrop (C), Brandt, DeBoer, Geist, McKinney, Morfeld, Pansing Brooks, Slama

Natural Resources (8)

Wednesday, Thursday, & Friday

Bostelman (C), Aguilar, Cavanaugh, J., Gragert, Groene, Hughes, Moser, Wayne

Nebraska Retirement Systems (6)

At call of Chair

Kolterman (C), Clements, Lindstrom, McDonnell, Slama, Stinner

Revenue (8)

Wednesday, Thursday, & Friday

Linehan (C), Albrecht, Bostar, Briese, Flood, Friesen, Lindstrom, Pahls

Transportation and Telecommunications (8)

Monday & Tuesday

Friesen (C), Albrecht, Bostelman, Cavanaugh, M., DeBoer, Geist, Hughes, Moser

Urban Affairs (7)

Tuesday

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

Select Committees

Committee on Committees (13)

Hilkemann (C)

District 1:

Bostelman

Kolterman

Morfeld (VC)

Moser

District 2:

Hunt

Lathrop

Lindstrom

Vargas

District 3:

Albrecht

Erdman

Groene

Murman

Enrollment and Review (1)

McKinney (C)

Reference (9)

Hughes (C), Vargas (VC), Geist, Hilgers, Lathrop, Lowe, McCollister, Pansing Brooks, Slama, Stinner (nonvoting ex officio)

Rules (6)

Clements (C), Cavanaugh, J., DeBoer, Erdman, Hansen, M., Hilgers (ex officio)

Special Committees

Executive Board of the Legislative Council (9)

Hughes (C), Vargas (VC), Geist, Hilgers, Lathrop, Lowe, Pansing Brooks, McCollister, Slama, Stinner (nonvoting ex officio)

2021 Legislative Session*

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

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

Sun	Mon	Tue	Wed	Thur	Fri	Sat
March						
	1 DAY 35	2 DAY 36	3 DAY 37	4 DAY 38	5 RECESS	6
7	8 RECESS	9 DAY 39	10 DAY 40	11 DAY 41	12 DAY 42	13
14	15 DAY 43	16 DAY 44	17 DAY 45	18 DAY 46	19 RECESS	20
21	22 DAY 47	23 DAY 48	24 DAY 49	25 DAY 50	26 RECESS	27
28	29 DAY 51	30 DAY 52	31 DAY 53			

Sun	Mon	Tue	Wed	Thur	Fri	Sat
April						
				1 DAY 54	2 RECESS	3
4	5 RECESS	6 DAY 55	7 DAY 56	8 DAY 57	9 DAY 58	10
11	12 DAY 59	13 DAY 60	14 DAY 61	15 DAY 62	16 RECESS	17
18	19 RECESS	20 DAY 63	21 DAY 64	22 DAY 65	23 DAY 66	24
25	26 DAY 67	27 DAY 68	28 DAY 69	29 DAY 70	30 HOLIDAY	

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

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

Federal & State Holidays

January 18 – Martin Luther King Jr. Day
 February 15 – Presidents' Day
 April 30 – Arbor Day
 May 31 – Memorial Day

Legislative Recess Days

February 12, 22
 March 5, 8, 19, 26
 April 2, 5, 16, 19
 May 3, 14, 17, 28
 June 4, 7, 8, 9

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



Board of Education Legislative Goals 2020/2021

Ralston Public Schools Non-negotiables

- RPS will continue to cultivate a systems thinking approach to all school business and operations through our defined strategic planning process.
- RPS will continue to provide the programs and services that support the defined strategic priorities as well as Cognia 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 to include a focus on Social Emotional Learning
- RPS will continue to offer a rich variety of research based instructional programs and curricular offerings to meet the needs of all learners.
- RPS will research and identify further opportunities and initiatives to help all of our students to be college or career ready.

Board of Education Legislative Goals

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



2020 ADVOCACY HANDBOOK

FOR THE 2020 LEGISLATIVE SESSION

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

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

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

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

WELCOME - KNOW YOUR ROLE

106TH LEGISLATURE, 2ND SESSION

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

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

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

Can YOU really make a difference? YES YOU CAN!

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

WHAT CAN NASB DO FOR YOU?

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

2019

LEGISLATIVE SESSION HIGHLIGHTS

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

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

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

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

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

NASB hosted calls with several senators throughout the session.

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

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

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

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

ADVOCACY, ENGAGEMENT & #liveNASB

106TH LEGISLATURE, 2ND SESSION

School Boards Make Nebraska a Great Place to LIVE!

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

LEADERSHIP

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

INNOVATION

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

VISION

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

ENGAGEMENT

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

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

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

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

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

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

ADVOCACY, ENGAGEMENT & #liveNASB

106TH LEGISLATURE, 2ND SESSION

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

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

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

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

YOU HAVE POWER & VOICE!

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

Remind them; You are their neighbor.

Voters also put you in office.

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

You have an influential role in your community.

You know better than anyone the effect of a decision.

NASB LEGISLATIVE TEAM & RESOURCES

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

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

John Spatz - Executive Director - jspatz@NASBonline.org

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

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

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

NASB Twitter: www.twitter.com/NASBonline

NASB Facebook: www.facebook.com/NASBonline

NASB Videos: www.vimeo.com/NASBonline

Key Hashtags: #liveNASB #neleg

Nebraska Legislature: www.nebraskalegislature.gov

Senators Web Pages: www.nebraskalegislature.gov/senators

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

YOUR NASB LEGISLATION COMMITTEE

106TH LEGISLATURE, 2ND SESSION



Brad Wilkins, Chair
NASB President-Elect
Ainsworth



Stacie Higgins
NASB President
Nebraska City



Kim Burry
NASB Vice President
Bayard



Member 1
Lou Ann Goding
Omaha



Member 2
Ben Perlman
Omaha



Member 3
Marque Snow
Omaha



Member 4
Connie Duncan
Lincoln



Member 5
Kathy Danek
Lincoln



Member 6
Linda Poole
Millard



Member 7
Sarah Centineo
Bellevue



Member 8
Beth Morrisette
Westside



Member 9
Skip Altig
North Platte



Member 10
Patti Gubbels
Norfolk



Member 11
Laura Schneider
Hastings



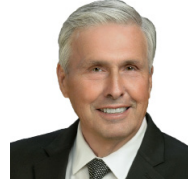
Member 12
Ryne Seaman
Seward



Member 13
Suzanne Sapp
Ashland-Greenwood



Member 14
Lisa Wagner
Central City



Member 15
Steve Koch
Hershey



Member 16
Jim Vlach
Lyons-Decatur



Member 17
Christopher Waddle
Giltner



Member 18
Ron Pearson
ESU 3



Appointed Member
Lisa Albers
Grand Island



Appointed Member
Jayson Bishop
Perkins County



Appointed Member
Linda Richards
Ralston



Appointed Member
Stephanie Summers
David City



Appointed Member
Annette Weise
Tri County

YOUR 2019-20 SENATORS

106TH LEGISLATURE, 2ND SESSION



Sen. Julie Slama
District 1
Peru



Sen. Robert Clements
District 2
Elmwood



Sen. Carol Blood
District 3
Bellevue



Sen. Robert Hilkemann
District 4
Omaha



Sen. Mike McDonnell
District 5
Omaha



Sen. Machaela Cavanaugh
District 6
Omaha



Sen. Tony Vargas
District 7
Omaha
Former School Board Member



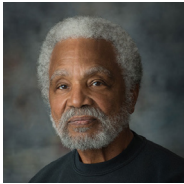
Sen. Megan Hunt
District 8
Omaha



Sen. Sara Howard
District 9
Omaha



Sen. Wendy DeBoer
District 10
Omaha



Sen. Ernie Chambers
District 11
Omaha



Sen. Steve Lathrop
District 12
Omaha



Sen. Justin Wayne
District 13
Omaha
Former School Board Member



Sen. John Arch
District 14
Papillion



Sen. Lynne Walz
District 15
Fremont



Sen. Ben Hansen
District 16
Blair



Sen. Joni Albrecht
District 17
Thurston



Sen. Brett Lindstrom
District 18
Omaha



Speaker Jim Scheer
District 19
Norfolk
Former School Board Member



Sen. John McCollister
District 20
Omaha



Sen. Mike Hilgers
District 21
Lincoln



Sen. Mike Moser
District 22
Columbus



Sen. Bruce Bostelman
District 23
Brainard



Sen. Mark Kolterman
District 24
Seward
Former School Board Member



Sen. Suzanne Geist
District 25
Lincoln

YOUR 2019-20 SENATORS

106TH LEGISLATURE, 2ND SESSION



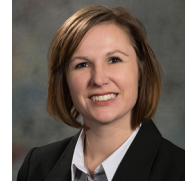
Sen. Matt Hansen
District 26
Lincoln



Sen. Anna Wishart
District 27
Lincoln



Sen. Patty Pansing Brooks
District 28
Lincoln



Sen. Kate Bolz
District 29
Lincoln



Sen. Myron Dorn
District 30
Adams



Sen. Rick Kolowski
District 31
Omaha



Sen. Tom Brandt
District 32
Plymouth



Sen. Steve Halloran
District 33
Hastings



Sen. Curt Friesen
District 34
Henderson



Sen. Dan Quick
District 35
Grand Island



Sen. Matt Williams
District 36
Gothenburg



Sen. John Lowe
District 37
Kearney



Sen. Dave Murman
District 38
Glenvil

Former School Board Member



Sen. Lou Ann Linehan
District 39
Elkhorn



Sen. Tim Gragert
District 40
Creighton

Former School Board Member



Sen. Tom Briese
District 41
Albion

Former School Board Member



Sen. Mike Groene
District 42
North Platte



Sen. Tom Brewer
District 43
Gordon

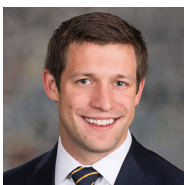


Sen. Dan Hughes
District 44
Venango

Former School Board Member



Sen. Sue Crawford
District 45
Bellevue



Sen. Adam Morfeld
District 46
Lincoln



Sen. Steve Erdman
District 47
Bayard

Former School Board Member

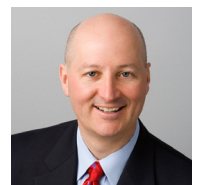


Sen. John Stinner
District 48
Gering

Former School Board Member



Sen. Andrew La Grone
District 49
Gretna



Gov. Pete Ricketts

MARK YOUR CALENDARS

106TH LEGISLATURE, 2ND SESSION

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

NASB POSITIONS ENCLOSED

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

WHAT DOES THIS REPRESENT?

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

YOUR 2019 LEGISLATIVE RESOLUTIONS

106TH LEGISLATURE, 2ND SESSION

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

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

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

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#liveNASB

CREATING A VISION FOR NEBRASKA'S FUTURE

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

EDUCATION PROGRAM OPPORTUNITIES

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

EXPAND USE OF QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

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

HEALTHY CULTURES & RESILIENCY IN SCHOOLS

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

MENTAL & BEHAVIORAL HEALTH

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

SUPPORT OF EARLY CHILDHOOD PROGRAMS IN THE COMMUNITY

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

SUPPORT THE COLLECTION AND USE OF RELEVANT DATA

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

YOUR NASB STANDING POSITIONS

106TH LEGISLATURE, 2ND SESSION

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

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

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — BOARD DEVELOPMENT

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

S-2 — BOARD RECOGNITION

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

S-3 — BUSINESS AND EDUCATION PARTNERSHIPS

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

S-4 — COLLABORATIVE SERVICES TO YOUTH

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

S-5 — LEADERSHIP TEAM

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

S-6 — PARENT INVOLVEMENT

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

S-7 — POLICY

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

CONDITIONS OF CHILDREN

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

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

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

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

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S-10 — EARLY CHILDHOOD EDUCATION

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

S-11 — ENROLLMENT OPTION; HOMEBOUND STUDENTS

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

S-12 — ENROLLMENT OPTION LIMITATION

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

S-13 — LIABILITY FOR MEDICATION ADMINISTRATION

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

S-14 — NUTRITION EDUCATION/STUDENT WELLNESS

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

S-15 — SAFE SCHOOL ENVIRONMENT

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

S-16 — STATEWIDE POVERTY/TRAUMA FUNDING

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

S-17 — STUDENT DISCIPLINE

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

CURRICULUM & INSTRUCTION

S-18 — ACCESS TO EQUAL EDUCATION OPPORTUNITIES

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

S-19 — ACHIEVEMENT TEST SCORE USE

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

S-20 — ASSESSMENT OF STUDENT LEARNING

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

S-21 — CULTURAL DIVERSITY

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

S-22 — CURRICULUM ADOPTION

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

S-23 — RESPONDING TO SPECIAL EDUCATION COSTS

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

S-24 — STUDENT EXPRESSION

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

S-25 — TECHNOLOGY

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

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FUNDING & FINANCE

S-26 — ACCOUNTING OF FUNDS

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

S-27 — BUDGET LID: GROWTH FACTOR

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

S-28 — COMPENSATION FOR STATEWIDE STANDARDS & ASSESSMENTS

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

S-29 — ELIMINATION OF BUDGET RESERVE LIMITS

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

S-30 — ELIMINATION OF EXPENDITURE LIMITATION

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

S-31 — ESU CORE SERVICES FUNDING

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

S-32 — FINANCING CAPITAL IMPROVEMENTS

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

S-33 — FISCAL POLICY

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

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

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

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

S-35 — FUNDING OF MANDATED PROGRAMS

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

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

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

S-37 — GENERAL FUND RESERVE LIMIT EXCEPTION

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

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

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

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

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

S-40 — LEGISLATION IMPLEMENTATION

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

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

S-41 — LEGISLATIVE REVIEW OF STATUTORY DEADLINES

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

S-42 — PROPERTY TAX REFORM/RELIEF

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

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

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

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

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

S-45 — SPECIAL BUILDING FUND TAX LEVY EXCLUSION

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

S-46 — STATE FUNDING SYSTEM

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

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

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

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

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

S-48 — VOUCHERS AND TAX CREDITS

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

GOVERNANCE & STRUCTURE

S-49 — ACCOUNTABILITY

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

S-50 — ALLIED SCHOOLS

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

S-51 — AMEND OPEN MEETINGS ACT FOR EVALUATIONS

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

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S-52 — AUTHORITY OF SCHOOL BOARDS

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

S-53 — CHARTER SCHOOLS

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

S-54 — DUTIES OF SCHOOLS

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

S-55 — EDUCATIONAL SERVICE UNIT GOVERNANCE

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

S-56 — EDUCATIONAL SERVICE UNIT REORGANIZATION

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

S-57 — INTERACTIVE REMOTE COMMUNICATION TECHNOLOGY (TELEVIDEO)

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

S-58 — ORGANIZATION

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

S-59 — PERSONAL LIABILITY

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

S-60 — RESTRICTION OF RESOURCES AND BOARD RESPONSIBILITIES

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

S-61 — SCHOOL ACTIVITIES

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

S-62 — SCHOOL CALENDARS

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

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-63 — ACTIVITY ASSIGNMENTS

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

S-64 — COMPENSATION

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

S-65 — CRIMINAL BACKGROUND CHECKS

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

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S-66 — EMPLOYEE BONUSES AND INCENTIVES

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

S-67 — MEDICAL INSURANCE

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

S-68 — RECOGNITION

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

S-69 — RETIREMENT

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

S-70 — SCOPE OF BARGAINING

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

S-71 — STAFF DEVELOPMENT AND EVALUATION

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

STATE POLICY

S-72 — ADVISORY GROUPS

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

S-73 — CHOICE AND AFFILIATION

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

S-74 — CONSTITUTIONAL RIGHTS & RESPONSIBILITIES

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

S-75 — CORPORATE SPONSORSHIPS IN SCHOOLS

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

S-76 — EDUCATIONAL SERVICE UNITS

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

S-77 — GUIDING THE P-16 EFFORT: 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;

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

(2009, amended 2016)

S-78 — INDEPENDENT SCHOOL DISTRICTS

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

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

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

S-80 — LOCAL DISTRICT ADVOCACY

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

S-81 — NDE AUTHORITY

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

S-82 — NONPUBLIC SCHOOLS STANDARDS

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

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

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



2020 LEGISLATIVE ISSUES CONFERENCE

FEBRUARY 9-10 | CORNHUSKER MARRIOTT HOTEL LINCOLN

FINISHING STRONG IN THE SECOND HALF!



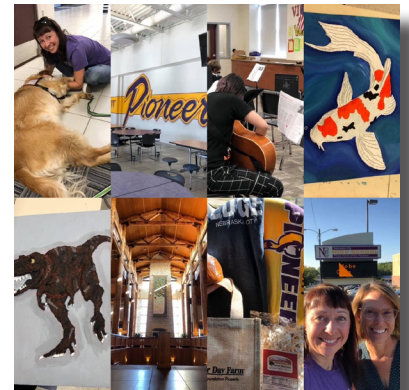
From Millard to Nebraska City to Dundey County Stratton to Bayard to Ainsworth to West Point to Bellevue! Earlier this month, NASB Region Director Stacy Jolley of Millard set out on a statewide loop to see what makes Nebraska schools special at a few of her peers' districts! To see ALL of the quick videos, photos and reports, check out Stacy's facebook page at <https://www.facebook.com/stacy.l.jolley>

NEBRASKA CITY

Wow! I just had an awesome visit to Nebraska City Public Schools with my good friend, Stacie Higgins, who serves on their school board and also is the President of NASB.

This outstanding district is doing such great things. Two of my favorite programs I learned about are Jobs for America's Graduates and a high school/elementary school mentoring program that was started by their high school student council.

In the JAG program, high school students learn 35+ traits that are critical for success in their careers. Their dynamic principal listed several of these traits/skills but the three that jumped out at me are (I'm paraphrasing here): how to apply for a job, how to get along with a boss you don't like, and how to quit a job without burning bridges. These REAL LIFE SKILLS are so important as younger workers change jobs more frequently. And anything we can do to address the crippling labor shortage in Nebraska deserves our time, attention, and funding.



The high school/elementary school program sends the big kids to the elementary school once a week for recess, simply to play with the little kids. They serve as fun role models with no agenda other than making connections and inspiring kids to work hard and have fun in school. Isn't that awesome?! I mean, when I was a kid, I would have thought it was SO cool to have an older kid playing four square and tetherball with us!

In education, we talk a lot about vertical integration of curriculum. In other words, does what a student learn in Kg/1/2/3 adequately prepare them for the skills they need to learn in 4th grade? This play/mentorship program seems to me to vertically integrate community, school pride, and aspirations for young students to stay engaged with school.

And after visiting their high school and their younger-grades elementary school, I also got a guided tour of their beautiful town. Nebraska City is really gorgeous and so vibrant. Of course, Arbor Lodge is stunning, as is the Lied Lodge/Conference Center. And to top it all off, I got

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an awesome goodie bag from my dear friend and colleague.

Thank you Stacie and all the welcoming folks I met in your outstanding district! What a great morning. Now I'm headed to Benkelman to tour Dundy County Stratton Schools tomorrow. Go west, young woman!

DUNDY COUNTY STRATTON

It has been a long and wonderful day. Huge, huge respect to people who live in rural areas and who drive long distances every single day. All hail rural school bus drivers! It takes a toll, but I also love all the book-listening time and the spectacular scenery. Nebraska truly is beautiful.

Speaking of beautiful... the people and community in Dundy County Stratton were amazing. The things I saw and the stories I heard brought me to tears a couple times. This is a very small district, with a total enrollment around 300 kids. And the caring administrators, teachers, and staff who teach and guide these kids are just the best example of what's right with public education. These people care about all kids and making sure that each one gets opportunities in their corner of the world. (And I mean corner both figuratively and literally...we were only 1 mile from KS and 32 miles from CO.)



I spent my day with my NASB friend Sandy Noffsinger, and the DCS Superintendent, Jackie Anderson. The high school and middle school are housed together in the same building. The elementary school is down the hill. And there's a second (much smaller) elementary school in Stratton. Here's an interesting fact...they operate in two time zones! Stratton is Central and Benkelman is Mountain.

At each school, I ask what they're most proud of and what they'd like to brag about. At DCS, they are proudest of their community. They have several generous community members who have started foundations which give every single graduating senior a scholarship worth thousands of dollars. The way the community cares for its youth and helps prepare and then launch them into the world is beautiful. They're also proud of their fiscal conservatism. They have a very low levy and work hard to keep it that way. They're about to do an expansion at the high school and they've raised/saved the money they need before they break ground.

One more example of community: this past January, a fire started in a pasture outside of town, in the middle of the night. As the fire raced toward town, 70+ rural/volunteer firefighters from 14

different fire departments in three states came to the rescue. The hospital and the town were evacuated. It didn't look like Benkelman would survive. But through the heroism of community, the fire was stopped, right before it hit the town. In the end, only one shed on the edge of town was lost and the school and hospital were spared. At a recent football game, both football teams formed lines and the first responders did the tunnel walk out of the locker room and on to the field. The entire crowd was on its feet as the line of heroes covered almost the entire length of the field. I have shivers all over just writing this. What did I tell you...beautiful!

BAYARD

Day 3 is in the books! I spent the morning in the Nebraska panhandle in Bayard Public Schools and the two words that immediately come to mind to describe them are opportunity and ingenuity!

I was blown away by the wealth of opportunities these kids have! Bayard is a small district with big goals and big creativity. They have fully embraced distance learning and they won't let their small size dictate a ceiling on what their students can access. They contract with other districts to provide "zoom" learning in Spanish, math, history, etc. when they have students who need more classes than their current schedule can accommodate. They're also using staff sharing with other districts to provide mental health services and access to a school psychologist.



And they have found ingenious solutions to solve any obstacle that comes their way. As we walked around and I heard about the way they shift teachers around between grade levels for small group instruction, or utilize the counselor to teach some sections of English, and on and on, my head swam thinking of their master schedule.

They hustle for grants; their high schoolers walk across the street to eat lunch at the elementary school to combine operations; they host monthly Community Coffees that bring in town leaders to collaborate on solutions to challenges in education/housing/healthcare/staffing; they host a spring community service clean up day where every single K-12 student works on the school, the community, the local museum, even local homes that need some TLC; they really engage every stakeholder to keep their schools strong and vibrant. And their community believes in that mission and supports them wholeheartedly.

Best of all, I got to spend the morning with my wonderful friend,

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"MY WEEK-LONG ADVENTURE CONTINUES!"

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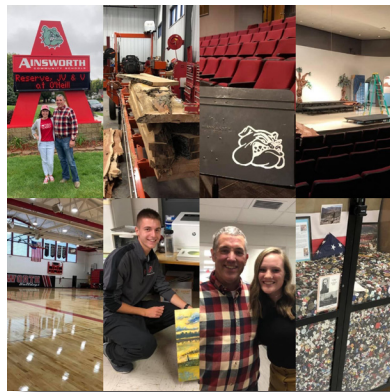
Kimberly Burry! Thank you to her for the fun gifts from The Vault/Mercantile, a local coffee shop and store that you MUST visit if you are in the panhandle. (Seriously, I felt like I had stepped into an episode of HGTV gorgeousness!) She arranged a private visit to the Depot Museum (a beautiful collection of Bayard's history); special thanks to town historian Evelyn for opening it for us. And thanks also for the awesome BPS swag! It reflects the brilliant branding and school spirit you see in every hallway and classroom in their schools.

This district, with its rockstar superintendent and staff, is the definition of Maximizer and I love it!

AINSWORTH

Oh man, I am so incredibly grateful for today's host. Brad Wilkins is the president-elect of NASB and a board member for Ainsworth Community Schools. Before I tell you about their super schools, I just have to say a special thanks to Brad. He puts up with my ENDLESS questions about agriculture and livestock. The poor guy has had to provide so many answers and he always does so with good cheer and a teacher's heart. He never makes me feel stupid for my utter lack of ag knowledge. (The Ag Ed teachers and FFA sponsors have been equally helpful in this! Lettuce comes from a plastic bag in my world, so learning more about food production has been wonderful!) So...thank you, Brad!

On to amazing Ainsworth! Super fun, see-new-things tour today. Ainsworth houses its preK-12th grade population of about 425 students in one building. As we spoke to the elementary principal, he talked about blasting out some hallway tunes on the Friday walk-out and having the high school students dancing alongside the elementary kids. How precious is that!



Like the other schools I've visited, Ainsworth has huge heart and a great sense of community. Their community foundation has been integral with grants to improve their school. A few years ago, their auditorium was refurbished, in part, with one of those grants.

I feel like this district is doing a remarkable job of, as Brad calls it, "growing their own." Small towns everywhere are battling shrinking numbers. And while some students move away, many wish to remain in this very special place. Those students will become the future farmers, plumbers, auto mechanics, builders, etc. in their town. This school is making SO many opportunities available for its kids to find their passion both through school and through

COE (Cooperative Occupational Education) and OJT (On the Job Training). They work with community businesses to give these experiences/internships and it's a win-win-win for the student, the business, and the town. And they're also mindful that many careers that previously required you to move away, now can be done from anywhere. ACS are showing students how they don't need to leave their beloved town to find career opportunities.

Thank you to all the awesome administrators and staff who made me feel so welcome in Ainsworth today!

WEST POINT

I spent my Friday in wonderful West Point! This town holds a special place in my heart, as my grandma lived here when I was little, and many of my cousins attended this school and still live here.

West Point Public Schools has a total enrollment of about 730 students. Their K-12 students are housed in one large building with three separate wings.

This year, they replaced all the lighting in the building with LEDs. The lighting is so bright and clean and makes learning so much better.



This project is a great example of the wise use of tax dollars. The cost of the lights is \$35k per year for five years. But the WPS energy bill will be \$40-43k less EVERY YEAR. So the lights more than pay for themselves each year and at the end of five years, the savings really roll in. And the fact that it's a better work environment and better for the planet...win-win-win!

According to their superintendent, WPS has the best band teacher in the world. And guess what, she's a Millard High School grad! It was great talking to Mrs. Sellhorst about how she's grown the band from eight students to 50 students during her time at WPS.

And in Mrs. Schuetze's class, I got to hold Lucy, the teddy bear hamster. Mrs. Schuetze is a fourth grade teacher so she painted a NE mural on her wall. The pics don't do it justice!

WPS has found success through the development and use of their Cadet Code and their Vision pillars. Over the years they've had many students arrive at their district the age of a senior, but with the skills and credit hours of a freshman. They welcome every student and do all they can to advance each child academically, socially, and emotionally. Their processes are key to helping as many kids as possible to succeed.

CONTINUED ON PAGE 4

CONTINUED FROM PAGE 3

We also got to tour their amazing career academy building that is a partnership with Northeast Community College and several school districts. The students who attend can earn their CNA, Med Assistant, EMT, and other professional training/certifications like welding, manufacturing, etc. What a cool collaboration!

Thank you to my local host, Steve Blocher, and his superintendent for the awesome tour of his special district!

BELLEVUE

My last stop...beautiful Bellevue! If you're not from Bellevue, you might think that Bellevue is "part of Omaha." And while it's certainly part of the metro area, it definitely has its own identity and a strong sense of community.

With Offutt Air Force Base being in their town, about 28% of their schools are made up of military families. What a gift that is! When you're in a history class and you're discussing a faraway country, there's a chance that one of those kids has lived there!

BPS also receives some federal dollars because of military impact (no property taxes are collected on the huge land area of the base). Unfortunately, that aid has been drastically cut over the last few years (about \$7-10 million less per year). Ouch.

I loved everything I saw, starting with their new mobile health clinic, which is a partnership with One World Community Health. It alternates being parked at their middle school and high school and can provide basic care (covid and other diagnostic tests, sports physicals, etc.). What an awesome resource! We toured it at Bellevue East HS, and then got a quick listen to their marching band... GORGEOUS SOUND!

I also enjoyed a delicious cup of coffee from their Beast Brew coffee shop. And saw their indoor plant space, which is maintained by their horticulture club.

One thing they recently offered was a FAFSA day, cosponsored by the Latino Center of Omaha, which brought in Education Quest to help families understand and fill out the FAFSA. The FAFSA makes so many more financial resources available to graduating students. Such a great school/community partnership.



Next we visited Birchcrest Elementary. Their principal and entire school have done so much to utilize their outside spaces to grow vegetables and flowers and other plants. When you're measuring

spaces for planting, you not only get a great experience, you're also doing math and science and many other lessons.

Students were using Spheros (electronic rolling balls you can program and drive around) to find certain authors on the library shelves. Here's an interesting concept that we all take for granted, but at some point someone TAUGHT us. They were looking for the author "Wallace" but the label said "V-Z." Where's the "W?" It's a great reminder of all the little things that teachers teach. I also got a cool iPad music-making lesson!

Finally we stopped at their Frank Kumor Career Center which houses their health sciences and auto repair career academies, with the goal to grow opportunities for more and more students. Both areas are beautiful. The auto shop is so amazing! Kids learn all about servicing a vehicle, how to use all the tools, how to patch a tire, etc. So cool.

Thank you to Sarah and everyone at BPS for the fun swag and a wonderful morning! There are so many great things happening in your schools!

My 1100-mile journey solidified for me an important truth... public education in Nebraska is thriving! On my week-long tour, I saw all different sizes of districts. Each place had its own unique feeling and offerings. Each had specific challenges and obstacles. But one thing was universal: EVERY school is providing amazing opportunities for its students and EVERY district is the beating heart of its community.

If anyone tries to tell you that public education in Nebraska is broken...they're wrong. If they try to tell you that public education is failing...they're not telling you the truth. Is every single school perfect? Of course not. But in every town and community I visited, school boards and administrators are passionate about how to offer as many opportunities as possible with fewer dollars. Nebraska public schools are thrifty, creative, and VITAL, and I am proud to be part of that team!



TRAINING, NETWORKING, ENGAGEMENT & EVENTS



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Join NASB, as we travel the state for various workshops, meetings and events throughout the year.
To learn more, and register, visit the Events tab of www.NASBonline.org

<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.



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



OCTOBER

NEEDS - RESOURCES WORKSHOP - OCTOBER 26 - OGALLALA

NEXT WEEK!

NEEDS - RESOURCES WORKSHOP - OCTOBER 27 - ALLIANCE

5TH ANNUAL SPARQ TAILGATE - OCTOBER 30 - EMBASSY SUITES - LINCOLN

RSVP NOW!

NOVEMBER

NEEDS - RESOURCES WORKSHOP - NOVEMBER 2 - BARTLEY

NEEDS - RESOURCES WORKSHOP - NOVEMBER 3 - GRAND ISLAND

REG NOW!

STATE EDUCATION CONFERENCE - NOVEMBER 17-19 - DOWNTOWN OMAHA

NASB DELEGATE ASSEMBLY - NOVEMBER 19 - OMAHA



DECEMBER

NEEDS - RESOURCES WORKSHOP - DECEMBER 7 - BROKEN BOW



WE ARE HIRING

NASB IS LOOKING FOR A PART-TIME EVENT & ENGAGEMENT ASSOCIATE!

THIS PERSON WILL PROVIDE SUPPORT TO THE EVENTS DEPARTMENT AND DIRECTOR OF MEMBER ENGAGEMENT. THIS POSITION WILL POSITIVELY REPRESENT NASB AT ALL EVENTS AND MAINTAIN EXCELLENT RELATIONSHIPS WITH NASB MEMBERSHIP. THE POSITION WILL ALSO ASSIST IN VARIOUS ASPECTS OF THE CRM DATABASE SYSTEM.

IF YOU OR SOMEONE YOU KNOW IS INTERESTED, LEARN MORE & APPLY AT
<http://members.nasbonline.org/index.php/about-us>



MENTEES & MENTORS WANTED!

*Mentees Wanted: Were you elected in 2020 or recently appointed to the board of education?
Mentors Wanted: Are you interested in serving as a mentor to a newly elected/appointed board member?*

The State Education Conference will be held in Omaha at the CHI Convention Center on November 17-19, 2021. If you're a first-time attendee, you have the opportunity to participate in the **Board Member Mentee-Mentor Program**. The Mentor Program connects experienced board members with newly appointed board members.

We invite you to join us on Thursday, November 18 in Room 208 & 209 from 7:15 to 8:15 AM to collaborate with one another. Please RSVP to Kari Stephens at kstephens@NASBonline.org by Friday, November 5 at noon CT.



Thank you for the work you are doing for Nebraska's students. Your NASB Board Leadership Team - Marcia, Tori, Kari, and Katie – are here for you. Please call us if we can support you in any way 402-423-4951.

BOARD CALENDAR AGENDA ITEMS FOR YOUR NOVEMBER MEETINGS

View the full, detailed calendar at: <http://members.nasbonline.org/index.php/resources>

MISSION, VISION & GOALS: Strategic Plan Update; District Goals Update

POLICY GOVERNANCE: Review, update, and adopt policy

ACCOUNTABILITY & STUDENT ACHIEVEMENT: Review District and [each] Building AQuESTT Classification

ADVOCACY: Appoint Local Board NASB Delegate Assembly Representative

DISTRICT/ESU RESOURCES [BUDGET]: Review District Audit Report;

BOARD-SUPERINTENDENT RELATIONS: Distribute the superintendent evaluation to be completed by each board member.

REPORTS: Board Committees; Superintendent; Administrators

NEGOTIATIONS TIMELINE

On or before September 1 = Bargaining agent must request recognition

On or before October 1 = Board must respond to recognition request

On or before November 1 = Negotiations must begin (on or before)

On or before February 8 = If no agreement, parties must submit to mediation or fact-finding (unless both parties agree in writing to forgo)

On or before March 25 = Negotiations must end on or before or within 25 days after certification of amounts

On or before September 15 = CIR must render decision on industrial dispute

THREE DISTRICTS RECEIVE PRESIDENT'S BOARD AWARD



LEADERSHIP INNOVATION VISION ENGAGEMENT #liveNASB #weLIVEhere

EIGHT OTHERS RECEIVE THE BOARD OF EXCELLENCE AWARD

As NASB wraps up our annual Area Membership Meetings, we would like to take a moment to highlight this year's boards who were honored for their collective volunteer time and commitment to education.

This year, David City Public Schools, Gretna Public Schools and Ralston Public Schools achieved NASB's highest full-board honor, earning the President's Board Award. Some of the criteria for this award include: having a voting delegate participate in the annual NASB Delegate Assembly; members of the board must each attend a minimum of three learning opportunities during the year from this list: State Education Conference, Labor Relations, Area Membership Meetings, Budget & Finance Workshop, Legislative Issues Conference, and School Leaders & Law Conference; and each board member must participate in at least one local leadership team planning retreat per year. The full criteria can be found at <http://members.nasbonline.org/index.php/president-s-board-award>



DAVID CITY PUBLIC SCHOOLS

DARRELL ALLEN, JUSTIN KRAFKA, KASEY KUHLMAN, DON MORAVEC, STEPHANIE SUMMERS & MARCUS THOENDEL
SUPERINTENDENT: CHAD DENKER



GRETTNA PUBLIC SCHOOLS

DAVID GULIZIA, MARK HAUPTMAN, RICK HOLLENDIECK, KYLE JANSSEN, DAWN STOCK & ANN WRIGHT
SUPERINTENDENT: RICH BERAN



RALSTON PUBLIC SCHOOLS

JAY IRWIN, ELIZABETH KUMRU, ROBIN RICHARDS, MERV RIEPE, MARY ROARTY & SAMANTHA WILLEY
SUPERINTENDENT: MARK ADLER

In addition to the three President's Board Award winners, 8 boards received the Board of Excellence Award. Some of the criteria for this award includes having a voting delegate participate in the annual NASB Delegate Assembly; members must each attend a minimum of two learning opportunities during the year; and board member's must participate in at least one local leadership team planning retreat per year. The full criteria can be found at <http://members.nasbonline.org/index.php/board-of-excellence-criteria>



DISTRICT OR-1



ESU 3



HERSHEY



KIMBALL



NEBRASKA CITY



RAYMOND CENTRAL



SEWARD



YORK

Technically it is glass, wood and metal, but yes, this year 27 locally elected, volunteer school board and ESU members serving their districts and communities were recognized as a Level VII, VIII, IX or X during this year's Area Membership Meetings for achieving new levels of success during the awards year. Board members are awarded for their advocacy efforts, participation in NASB Services and Programs, as well as attendance at NASB workshops and events. Just as board members have made a commitment to provide a quality education for students in their districts, NASB strives to provide quality resources and opportunities for its members. There are ten total levels.

CONGRATULATIONS TO THE 2 LEVEL X RECIPIENTS FOR 2021

Steve Koch - Hershey; Kyle Fisher - Springfield Platteview

CONGRATULATIONS TO THE 4 LEVEL IX RECIPIENTS FOR 2021

Steve Diemoz - ESU 13; John Martin - Falls City; Stacie Higgins - Nebraska City; Bill Ziegler - Ord

CONGRATULATIONS TO THE 9 LEVEL VIII RECIPIENTS FOR 2021

Sandy Noffsinger - Dundy County Stratton; Bill Knapper - ESU 13; Laura Schneider - Hastings; Shaun Jensen - Holdrege; Kathy Wolfe - Palmer; Richard Dohma - Ponca; Richard Brabec - Schuyler; Dan Scheer - St. Paul; David Raabe - Wisner-Pilger

CONGRATULATIONS TO THE 12 LEVEL VII RECIPIENTS FOR 2021

Brad Wilkins - Ainsworth; Kimberly Kildow - Bayard; B.J. Peters - Gering; Kim Wadkins - Gibbon; Rick Hollendieck - Gretna; Tony Roth - Milford; Kent Blum - Nebraska City; Craig Gana - Norris; Jim Ayres - Ogallala; Allison Sandman - Wauneta-Palisade/ESU 15; Andy Grosshans - Waverly; Mark Glaubius - Wisner-Pilger

TEN CURRENT BOARD MEMBERS HAVE REACHED LEVEL X

Ron Pearson - ESU 3; Steve Koch - Hershey; Kathy Danek - Lincoln; Linda Poole - Millard; Patty Bentzinger - Norris; Nancy Kratky - Omaha; Marilyn Bohn - ESU 10; Kyle Fisher - Springfield Platteview; Lila Koop - Wallace; Robert Sykes - Wilber-Clatonia

To learn more, visit <http://members.nasbonline.org/index.php/programs-services/awards-of-achievement-program>



BACKGROUND

SCREENING

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TEACHER SHORTAGES



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Prior to her election to the State Board of Education in November 2020, Patti Gubbels served on the Norfolk Board of Education, and was a member of the NASB Board of Directors, and the NASB Legislation Committee since 2016. We reached out to Patti to see if she would like to give you all updates and answer any questions you may have from time to time.



The US Department of Education Teacher Shortage Areas Report for 2021-2022 reveals extreme teacher shortages across the United States. Nebraska school districts have shortages in 29 content areas such as Art Education, Special Education, and Early Childhood Education. There are also shortages in five support staff areas such as Counseling, Speech Pathology, and English as a Second Language. Five years ago the same report revealed teacher shortages in 15 content areas and four areas of support staff. Fifteen years ago teacher shortages were reported in five content areas and one support staff area.

These increasing shortages have led schools to find creative ways to provide instruction and services when certified educators are not available. For example, a school enlisted the high school principal, qualified to teach science, to teach one or two science courses. Multiple schools have asked for waivers from the State Board of Education so they can hire a person to teach who has not completed teacher certification requirements, because no certified teachers applied for an open teaching position. These solutions address immediate individual shortages, however, they act as a stop gap and are not sustainable.

Long-term solutions to educator shortages are being considered by education organizations and the Nebraska Department of Education. Organizations such as the NSEA (Nebraska State Education Association) and NCTE (Nebraska Council on Teacher Education), an advisory body to the Nebraska State Board of Education, have identified barriers that keep students from being admitted to teacher education programs. One of the barriers attracting Nebraska State Board of Education, education organization, and state legislator attention is the Praxis Core Exam. Nebraska law requires that entry-level teacher candidates demonstrate basic skills competency in Math, Reading, and Writing. According to reports from teacher education preparation colleges, the Praxis Core, used to assess basic skills competency, is a barrier because significant numbers of aspiring teacher education students do not pass the test, the test is expensive, and it disadvantages some groups of students.

Alternatives to Praxis Core and/or multiple measures of basic skills competency need to be developed to demonstrate that teacher candidates possess basic skills competency and yet assure candidates with the potential to be effective teachers who possess basic skills are not screened out of the education profession.

Modifying basic skills competency measures, however, is only one piece of the solution needed to increase the educator workforce. In addition to changes in program entrance requirements such as Praxis Core, programs and strategies that address the reasons individuals are not pursuing teaching careers need to be created. For example, generating interest in the teaching profession, reexamining and reframing teacher certification requirements, developing multiple pathways to become a teacher and finding ways to adequately compensate educators are important initiatives necessary to mitigate extreme teacher shortages.

Disclaimer: The opinions from Dr. Patti S. Gubbels are hers and do not represent the Nebraska State Board of Education.

NEEDS - RESOURCES WORKSHOPS: UNDERSTANDING HOW THE STATE FUNDS YOUR DISTRICT

October 26 – Ogallala October 27 – Alliance
November 2- Bartley November 3 – Grand Island
December 7 – Broken Bow



PARTICIPANTS WILL LEARN

How "Needs" are calculated; How "Resources", both State and Local are calculated; A historical perspective of how school funding has changed; The Legislative "levers" that are manipulated to achieve school funding outcomes; Past and current legislative initiatives that could impact school funding

... SEARCH, STRENGTHS & AWARDS

EDUCATION LEADERSHIP SEARCH SERVICE

Check out the Superintendent Searches NASB is facilitating at www.nasbsuptsearch.org. If you have questions about your application, contact Anne. If your district or ESU is in need of a new Superintendent/Administrator, contact Shari with any questions on best practice, or for a proposal.

asilknitter@NASBonline.org

sbecker@NASBonline.org

MEDIATION SERVICES

NASB now offers Mediation Services. Shari is an ODR Approved Mediator.

GALLUP STRENGTHSFINDER

People with the Restorative Theme as a dominant strength love to solve problems. They enjoy analyzing the symptoms, identifying what is wrong and finding a solution. Have you completed your CliftonStrengths Assessment?

- Shari -

... POLICY

With cold weather coming, districts are reminded that your policies require at least one emergency exit and relocation drill (typically a fire drill) to be conducted every month your facility is in session.

In months when the weather is severe the drills may be deferred provided that the total required number of drills is achieved and at least four are conducted before the drills are deferred. In other words, do several drills before the snow flies.

Contact Jim to learn more!

... DATA ANALYTICS

As you consider meeting with your Senator before the start of next year's Unicameral session, you might want a clearer picture of how your district fares under the TEEOSA funding formula and its impact on your tax levy. NASB can provide you and your patrons with an accurate summary of that information with handy graphs to illustrate the challenges your particular district faces under Nebraska's system of school funding.

Contact Jim to learn more!



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Building a Better Future with Nebraska's Public Finance Partner

D.A. Davidson & Co. has long been a leader in innovative debt financing for school districts. What we're most proud of are the relationships we've nourished and the strong community improvements that are made as a result.

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... TECHNOLOGY

NEXT WEEK!

FOOD! PRIZES! FUN!

Join us next Saturday, October 30 for the 5th Annual Sparq Tailgate Embassy Suites, Regents A Ballroom

11:30 AM start ...

1:30 PM prize drawings!

RSVP to nkobus@sparqdata.com

Welcome New Subscribers:
Doniphan-Trumbull Public Schools
Shickley Public Schools
Kimball Public Schools

Darion - dmiller@NASBonline.org

Nicole - nkobus@NASBonline.org

www.sparqdata.com

... ADVOCACY & GOVERNMENT RELATIONS

The *2021 Advocacy Handout* which includes proposed changes to NASB's Bylaws, Standing Positions & Legislative Resolutions for your approval at the 2021 NASB Delegate Assembly is now posted! The annual NASB Delegate Assembly will be November 19 at 8:00 AM CT in Omaha, the Friday of State Conference. Speaking of State Conference, here are a few key breakouts on Advocacy & Government Relations! A1 - 2021 Legislative Recap and Look to 2022 (Thursday at 9:45 AM); C2 - Rethinking TEEOSA Through an Education Stabilization Trust Fund (Thursday at 2:15 PM); and D1 - A Conversation with the Education Committee (Thursday at 3:30 PM). Share your story, know your data, and understand the data that will make a difference!

Call Colby & Matt with any questions!

... ENERGY PURCHASING

Natural gas prices going into winter in the U.S. are at the highest level in a decade, while Europe and Asia are seeing their highest prices ever. The low storage volumes and tight demand for natural gas are even leading to cuts in fertilizer and steel manufacturing around the world. These volatile natural gas prices are another good reason for joining our NJUMP and CJUMP gas purchasing consortiums to help stretch your scarce resource dollars and provide budget certainty for utility costs.

Contact Jim to learn more!

... ALICAP & INSURANCE

ALICAP's annual membership meeting is scheduled for Wednesday, November 17th from 4:00 to 5:00 PM at the CHI Center in conjunction with the State Education Conference.

All ALICAP Superintendents and School Board Members are invited to attend. Prizes will be given out, but must be present to win!

Thanks, Megan!

... MEMBER ENGAGEMENT

NEEDS-RESOURCES WORKSHOPS Added to provide better training for board members about how the State funds their school district. See Page 9 for dates and registration.

2021 STATE ED CONFERENCE It's almost here! November 17-19. Registration is open, see you soon!

Sharon

... BOARD LEADERSHIP

Check out "At the Board Table" on page 6.

Marcia, Tori, Kari & Katie



THE ALICAP LOSS CONTROL PROGRAM AND NASB ARE HEARTBROKEN AT THE PASSING OF ED JOHNSON EARLIER THIS MONTH.

ED, A RETIRED SUPT FROM SYRACUSE, SERVED AS AN ALICAP LOSS CONTROL CONSULTANT FOR THE PAST 20 YEARS. HE WAS A WONDERFUL MAN AND WILL BE MISSED BY MANY.

Board Notes is published on a monthly basis as a member service. Advertising is available in every issue. To advertise or become an Affiliate, please contact Matt Belka for further information. Articles or advertising contained herein do not necessarily represent the views or policies of NASB.

Nebraska Association of School Boards | 1311 Stockwell Street - Lincoln, NE 68502 | Matt Belka, Editor | John Spatz, Publisher

Just Hit Play

Registration is Open! Registration Deadline is November 5
Hotel Room Reservations Are Open Now And Filling Up Fast ...

View the Full Agenda At:

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

Wednesday, November 17

Pre-Conference Sessions - 1:00 to 4:00 PM

Starting & Continuing the Equity Conversation

The First Amendment and Schools: "It's My Right!" & "Cancel Culture"

Exhibitor Reception - 4:00 to 5:30 PM



Thursday, November 18

Over 50 Keynotes & Breakouts Begin

Control the Controllables - Inky Johnson

Opening Keynote Speaker - 8:15 to 9:30 AM



The Ups and the Downs of Turbulence - Amelia Rose Earhart

Luncheon Keynote Speaker - 12:30 to 2:00 PM

Friday, November 19

State of the Associations Address - NASB & NCSA Leadership

YOUR NASB BOARD OF DIRECTORS & STAFF



YOUR NASB LEADERSHIP TEAM



Stacie Higgins
President
Nebraska City



Brad Wilkins
President-Elect
Ainsworth



Kim Burry
Vice President
Bayard



Steve Blocher
Past President
West Point

YOUR REGION DIRECTORS



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Bellevue



Regions 3, 6 & 7
Shavonna Holman
Omaha



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Omaha



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Omaha



Regions 4 & 5
Bob Rauner
Lincoln



Regions 4 & 5
Annie Mumgaard
Lincoln



Region 8
Robin Richards
Ralston



Region 9
Alan Moore
ESU 3



Region 10
Ed Swotek
Malcolm



Region 11
Jim Vlach
Lyons-Decatur Northeast



Region 12
Lisa Wagner
Central City



Region 13
Marilyn Bohn
ESU 10



Region 14
Sandy Noffsinger
Dundy County Stratton



Region 15
Joel Carlson
Cozad



Region 16
Stephanie Summers
David City



Region 17
Michelle Reikofski
Osmond



Region 18
Doug Keener
Mitchell



Region 19
Stacy Jolley
Millard

YOUR NASB STAFF

Matt Belka
Director of Marketing,
Communications & Advocacy



John Spatz
Executive Director



Makenzie Barry
ALICAP Data &
Financial Specialist



Shari Becker
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Leadership Search Service



Katie Coble
Board Leadership Associate



Megan Boldt
Associate Executive Director/
Director of ALICAP



Craig Caples
Director of Technology



Colby Coash
Associate Executive Director/
Dir. of Government Relations



Sharon Endorf
Director of
Member Engagement



Marcia Herring
Director of Board Leadership



Sallie Horkey
Chief Operating Officer



Rachel Horstman
Business Manager



Jim Luebbe
Director of Policy Services



Melissa Lusk
Board Leadership Associate



Tori Pierce
Board Leadership Associate



Anne Silknitter
Event & Search Service
Associate



Lisa Steinkuhler
Executive Admin. Assistant



Kari Stephens
Board Leadership Associate



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BUILDING CONTROLS/SERVICES

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CONSTRUCTION SERVICES



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(Owner's Representative, Facility Planning, Site Selection, Pre-Bond Community Education, Stakeholder Engagement, Facility Management)
* GOLD LEVEL AFFILIATE

W. A. Klinger

Matt Thompson - 712-233-3233
mthompson@waklinger.com - waklinger.com
(Pre-Construction, Construction Management, Design-Build, and General Contracting)
* GOLD LEVEL AFFILIATE

ENERGY SERVICES



Ameresco, Inc.

David Goebel - 308-392-3283 - 402-370-8822
dgoebel@ameresco.com - www.ameresco.com
(Capital Improvements, Energy Efficiency & Renewable Energy Solutions for Buildings)
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Facility Advocates

Dave Raymond - 402-206-8777
draymond@facilityadvocates.com - facilityadvocates.com
(Building Construction & Energy Services)
* GOLD LEVEL AFFILIATE

Navitas

Nick Rosenberry - 402-840-0370
nrosenberry@navitas.us.com - navitas.us.com
(Energy Savings, Building Construction, Energy Management, Guaranteed Results)
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Optimized Systems

Mike Taylor - 402-981-1005
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(Energy Optimization, Management & Studies, Metering, Mechanical System Assessments)
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Schneider Electric

Tom Bachkora - 402-302-2721
tom.bachkora@se.com - Se.com/us/enable
(Committed to helping schools reach big ambitions through an energy savings project)
* GOLD LEVEL AFFILIATE

TRANE

Andy Vinckier - 402-596-8000
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(Building Construction & Energy Services)
* GOLD LEVEL AFFILIATE

FINANCIAL SERVICES



Ameritas Investment Company

Michael Shoemaker - 402-467-6986
michael.shoemaker@ameritas.com (Public Finance)
* GOLD LEVEL AFFILIATE

D.A. Davidson & Co.

Paul Grieger - 402-392-7986 - pgrieger@dadco.com
Cody Wickham - 402-392-7989 - cwickham@dadco.com
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(Bonds/Election Services, Lease Purchase)
* GOLD LEVEL AFFILIATE

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Carl Dietz - 308-289-3920 - carldietz@fnni.com
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fncapitalmarkets.com
(Public Finance, Election Guidance)
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balloub@pfm.com - NLAfpool.org
(Liquid Asset Fund, financing programs)
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Jay Spearman - 402-599-0307
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FOOD SERVICE



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Deni Winter - 605-235-0939 Ext 106
deni@lunchtimesolutions.com
lunchtimesolutions.com
(Progressive Food Service Management)
* GOLD LEVEL AFFILIATE

Opa! Food Management of Nebraska
Greg Frost - 816-210-9359
gfrost@opaafod.com - opaafod.com
(Contract Food Service Management)

INSURANCE SERVICES



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ryan.wedel@americanfidelity.com
www.americanfidelity.com/nebraska
(Solutions built for the education community)
* GOLD LEVEL AFFILIATE

Blue Cross Blue Shield of Nebraska
Cortney Ray - 402-458-4823
cortney.ray@nebraskablue.com - nebraskablue.com
(Group health insurance)
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National Insurance Services
Steve Ott - 800-627-3660 - sott@nisbenefits.com
www.nisbenefits.com
(Group LTD, Life, Vision, Special Pay Plans, HRAs)

Public Risk Management
Sheri Shonka - 402-884-3751 - 877-649-4612
sheri.shonka@prme.com - alicap.org
(ALICAP, Insurance services)
* GOLD LEVEL AFFILIATE

LEGAL SERVICES

Mueller Robak, LLC
William Mueller - 402-434-3399
mueller@muellerrobak.com
(Lobby firm)

MENTORING

TeamMates Mentoring
Hannah Miller - 319-610-8538 - hannah@teammates.org
teammates.org - (Together we transform lives)
* Silver Level Affiliate

PLAYGROUND/SCOREBOARDS/SURFACING



Creative Sites, LLC
Julie Kutilek - 402-614-4606 - 800-266-1250
julie@creativesitesllc.com
(Playgrounds equipment, Site furnishings)
* GOLD LEVEL AFFILIATE

Crouch Recreation
Eric Crouch - 402-496-2669
eric@crouchrec.com - crouchrec.com
(Playgrounds, Shelters, Scoreboards, Safety Surfacing & Site Amenities Manufacturers Rep)
* GOLD LEVEL AFFILIATE

Fisher Tracks, Inc.
Jordan Fisher - 800-432-3191 - 515-432-3191
jfisher@fishertracks.com - fishertracks.com
(Installation, Refurbishment & Design Build of All-Weather Running Tracks)

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Idea Bank Education
Jack Sheard - 402-463-0588
jack@ideabankmarketing.com
IdeaBankEducation.com
(Full-service agency in Central NE for communication & marketing strategy, creative services & web/mobile design & development)
* GOLD LEVEL AFFILIATE

SAFETY & SECURITY SERVICES



One Source
The Background Check Company
Neal Josten - 402-933-9999 Ext 5600
njosten@onesourcebackground.com
onesourcebackground.com
(Employment, Volunteer, Contractor Screening)
* GOLD LEVEL AFFILIATE

TECHNOLOGY CONSULTING

PRISM advisors
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jprichards@prism-advisors.com
prism-advisors.com
(PEOPLE, PROCESS & SYSTEMS. IT strategic planning and project management)

TECHNOLOGY/SOFTWARE



Filament Essential Services
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dank@fes.org - www.filamentservices.org
(SOCS websites+apps, Marketing/Branding/Video, Data, A new division of FES)
* GOLD LEVEL AFFILIATE

Sparq Data Solutions
Craig Caples - 402-423-4951
ccaples@sparqdata.com - sparqdata.com
(Paperless Board Meetings, Staff Negotiations, Public Document Management, Document Imaging & Scanning)
* GOLD LEVEL AFFILIATE

THERAPY SERVICES

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308-675-1853 ext. 3222
mary@cnrehab.com - cnrehab.com
(Providing PT, OT and Speech therapy in the school system)

TRANSPORTATION



Master's Transportation
Amber Bryant - 800-783-3613
abryant@masterstransportation.com
www.masterstransportation.com
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A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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IN THIS EDITION

"MY WEEK-LONG ADVENTURE BEGINS!"
TRAINING, NETWORKING, ENGAGEMENT & EVENTS
AT THE BOARD TABLE
MENTEES & MENTORS WANTED!
THREE DISTRICTS RECEIVE PRESIDENT'S BOARD AWARD
27 SBM'S SEE THEIR NAMES ETCHED IN STONE ...
TEACHER SHORTAGES
IT'S ALMOST TIME TO JUST HIT PLAY
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OCTOBER 2021

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Student / Staff Count 2021-2022 School Year

Elem. School	Grade																		Total *Student / Staff	
	PS		KG		1		2		3		4		5		6		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	3	29	2	40	2	44	2	39	2	51	2	51	2	55	2	50	17	330		
KW	2	24	1	24	2	35	1	17	1	28	1	26	2	34	1	25	9	189		
MEAD	2	33	2	41	2	37	2	36	2	44	2	38	2	45	2	34	14	275		
MOCK	1	17	3	57	3	51	3	47	3	55	2	52	2	51	2	50	18	363		
SEY	1	17	2	37	1.5	44	1	34	1.5	30	1.5	35	1.5	32	1.5	28	10.5	240		
WW	2	32	2	33	2	37	2	39	2	34	2	31	2	35	2	43	14	252		
Totals By Gr	11	152	12	232	12.5	248	11	212	11.5	242	10.5	233	11.5	252	10.5	230	82.5	1649		
*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		247		238									0	485						
RHS						271		239		242		265	0	1017						
Totals	Staff	*Stud	Ratio		*Stud 20-21		Change for 21-22													
BLUM	20	359	18/1		345		14		*Includes PS											
KW	11	213	19/1		210		3													
MEAD	16	308	19/1		290		18													
MOCK	19	380	20/1		366		14													
SEY	11.5	257	22/1		237		20													
WW	16	284	18/1		291		-7													
Totals	93.5	1801	19/1		1739		62													
RMS	36	485	13/1		489		-4													
RHS	75	1017	14/1		951		66													
Sec. Total	111	1502	14/1		1440		62		October 20 2021											
Dist. Total	205	3303	16/1		3179		124		8:29 AM											

Hello, my name is Jessica Sims-Holmes. I'm currently a junior at Ralston High School. Thank you for taking time out of your day to come and talk to me about graduating early at the end of this school year.

The reason I want to graduate early is that I will have all my community serves hours and credits to graduate. I'm taking more than the required amount credits to graduate by May. I will also have required amount of community serves hours completed by January.

I've wanted to be a vet technician since I was six. I have found a school that will accept me as soon as I graduate. The school's name is Ashworth College. The classes are online at my own pace. I will be required to take 270 hours of an externship. I intend after I graduate to work for 6 months to pay tuition out of pocket. I will be supplied my necessary books. Any I can't get from the school I can get from the library. If I can't get them from the library, I can get them from a website called Slug Books.

The school is going to allow me to take the Veterinary Technician National Exam (VTNE) to evaluate my competency of entry-level veterinary technicians and require a passing score for me to be licensed as a Veterinary Technician. My goal is to graduate the college within 2 years with an Associate Degree. After that I can go to one of Ashworth's sister colleges to get my bachelor's degree, if I chose.

Once I get enough money and experience working in my field, my goal is to own my own veterinary business. My goal is to accomplish that within 5 years.

I thank you for your time.

To: Dr. Mark Adler, Superintendent

From: Jesse Tvrdy, Principal

Date: October 15, 2021

Subject: Early Graduation Request

Please accept this request on behalf of Jessica Sim-Holmes, an 11th-grade student at Ralston High School, to graduate at the end of the 21-22 school year. Jessica has indicated in writing to me that she would like to graduate early. I have communicated with Jessica and her parents to confirm this request and asked her to submit a written response to her why for early graduation. This was submitted to you earlier.

The request to graduate early is based upon wanting to start a career towards being a veterinarian tech. As of October 15, 2021, Jessica is scheduled for the remaining classes she needs to graduate her junior year in May of 2022. While I feel another year of high school would benefit Jessica she and her guardian have made it clear that the plan they created and desire to graduate early is what they desire.

Sincerely,

Jesse Tvrdy

Cc: Dr. Wilken Director of Curriculum and Instruction

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 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

Graduation Requirements Beginning with the Class of 2026

1. English: 40 credits (Must pass English 1 & English 2)
3. Social Studies: 30 credits (Must pass World Civilization, U.S. History and American Government)
4. Mathematics: 30 credits (minimum of 10 at or above Algebra 1)
5. Science: 30 credits. (Must pass Biology, Chemistry, and Physics)
6. Physical Education: 20 credits (Must pass Health & Wellness and Fitness & Swim Foundations)
7. Fine Arts: 10 credits
8. Career Education: 20 credits (Must pass Consumer Finance and Career Exploration or Career Capstone course)
8. Elective Courses: 60 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).

Early Graduation

Students may graduate at mid-term of their senior year if they make formal application to the Senior Counselor prior to November 1st of their senior year.

Students may graduate in fewer than seven semesters if they make formal application by the end of the first term the year prior to early graduation. Early graduation requests for students completing fewer than seven semesters must be approved by the Board of Education.

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: October 14, 2019

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

Graduation Requirements Beginning with the Class of 2026

1. English: 40 credits (Must pass English 1 & English 2)
3. Social Studies: 30 credits (Must pass World Civilization, U.S. History and American Government)
4. Mathematics: 30 credits (minimum of 10 at or above Algebra 1)
5. Science: 30 credits. (Must pass Biology, Chemistry, and Physics)
6. Physical Education: 20 credits (Must pass Health & Wellness and Fitness & Swim Foundations)
7. Fine Arts: 10 credits
8. Career Education: 20 credits (Must pass Consumer Finance and Career Exploration or Career Capstone course)
8. Elective Courses: 60 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 November 1st of their senior year.

Students may graduate in fewer than seven semesters if they make formal application by the end of the first term the year prior to early graduation. Early graduation requests for students completing fewer than seven semesters must be approved by the Board of Education.

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: October 14, 2019



Graduation Requirement Updates



Maintain:

- High expectations for graduation
- 240 required credits
- Compliance with Rule 10 requirements

Purpose of Updates:

- Increase student choice and voice in course selection
- Increased engagement and ownership in the learning process
- Provide a greater level of flexibility for highly mobile students
- Provide increased access to higher level opportunities (AP, dual enrollment, MCC Academics/Jumpstart, etc.)
- Shift towards greater alignment in a 7-8 being the focus of career exploration, with 9-12 being more focused on experience and capacity building
- Match our policy and practice for Early Graduation

Updates:

- Remove dated information
- English Language Arts
 - Require English 1 & English 2
 - Provide Speech and Composition as elective options
 - Maintain 40 credit hour requirement
- Science
 - Update course names
- Physical Education
 - Update course names
- Career Education
 - Continue to require Personal Finance
 - Reduce by 5 credits
 - Provide the option for Career Explorations OR Career Capstone
- Electives
 - Increase by 5 credits
- Early Graduation
 - Update timelines

6005
Academic Credits and Graduation Requirements
COVID-19 Adjustments

As a result of the COVID-19 pandemic, the items outlined in red will apply to students wishing to graduate in the Class of 2021. These COVID-19 adjustments will be in effect for the 2020-2021 school year only.

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

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

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

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

Graduation Requirements Beginning with the Class of 2015

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

Graduation Requirements Beginning with the Class of 2021

1. English: 35 credits (Must pass Eng. 1, Eng. 2, Eng. 3 and Composition)
2. Oral Communications: 5 credits
3. Social Studies: 30 credits (Must pass World Civilization, U.S. History and American Government)
4. Mathematics: 30 credits (including 10 above pre-Algebra level)
5. Science: 30 credits. (Must pass Life Science & Chem/Physics 1)
6. Physical Education: 20 credits (Must pass Family Life Education and Fitness & Swim Foundations) (Swim PE requirement will be suspended for the Class of 2021. Students will still need 20 credits in Physical Education)
7. Fine Arts: 10 credits
8. Career Education: 25 credits (Must pass Consumer Finance and Career Exploration)
8. Elective Courses: 55 credits (45 for the Class of 2021)

All students **except 2021 Seniors** must successfully complete 240 hours of credit in grades 9-12, and attend a minimum of seven semesters.

Students in the Class of 2021 must successfully complete 200 hours of credit in grades 9-12 and must attend more than six semesters.

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

Community Service

All students must complete 10 hours of community service for each year of attendance at Ralston High School (40 total). **The community service requirement will be suspended for the Class of 2021.**

Physical Education Waiver for students through 2020

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

Early Graduation

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

Students in the Class of 2021 may apply for early graduation after they have completed more than six semesters. To apply for early graduation, students must complete an application form and submit it to the principal. The principal will inform the superintendent of each completed application.

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

Pupil Progress-Secondary

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

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

Adopted on: **August 24, 2020**

Revised on:

Reviewed on: **August 10, 2020**

3042

Construction Management at Risk Contracts

This policy is adopted pursuant to the Political Subdivisions Construction Alternatives Act (NEB. REV. STAT. § 13-2901 through § 13-2914).

The board shall adopt a resolution by a two-thirds affirmative vote selecting the construction management at risk contract delivery system prior to proceeding with any of the steps involved with solicitation or execution of any construction contract. For a project authorized under subsection (3) of section 13-2914, the resolution shall include a statement that the political subdivision has made a determination that the construction management at risk contract delivery system is in the public interest based, at a minimum, on one of the following criteria: (a) Savings in cost or time or (b) requirement of specialized or complex construction methods suitable for the construction management at risk contract delivery system.

Definitions. For purposes of this policy:

1. Construction management at risk contract means a contract by which a construction manager (a) assumes the legal responsibility to deliver a construction project within a contracted price to the school district, (b) acts as a construction consultant to the school district during the design development phase of the project when the school district's architect or engineer designs the project, and (c) is the builder during the construction phase of the project;
2. Construction manager means the legal entity which proposes to enter into a construction management at risk contract pursuant to the Act;
3. Proposal means an offer in response to a request for proposals by a construction manager to enter into a construction management at risk contract for a project pursuant to the act;
4. Request for proposals means the documentation by which a school district solicits proposals; and
5. School district means Ralston Public Schools.

Procedures.

1. Procedures for the preparation and content of requests for proposals shall include the following:
 - A. At least thirty days prior to the deadline for receiving and opening proposals, notice of the request for proposals shall be published in a newspaper of general circulation within the school district and filed with the State Department of Education. The request for proposals shall contain, at a minimum, the following elements:

1. The identity of the school district for which the project will be built and the school district that will execute the contract;
 2. Policies adopted by the school district pursuant to the Act;
 3. The proposed terms and conditions of the contract, including any terms and conditions which are subject to further negotiation. The proposed general terms and conditions shall be consistent with nationally recognized model general terms and conditions which are standard in the design and construction industry in Nebraska. The proposed terms and conditions may set forth an initial determination of the manner by which the construction manager selects any subcontractor and may require that any work subcontracted be awarded by competitive bidding;
 4. Any bonds and insurance required by law or as may be additionally required by the school district;
 5. General information about the project which will assist the school district in its selection of the construction manager, including a project statement which contains information about the scope and nature of the project, the project site, the schedule, and the estimated budget;
 6. The criteria for evaluation of proposals and the relative weight of each criterion; and
 7. A description of any other information which the school district chooses to require.
2. Procedures for the preparation and submission of proposals by the construction manager shall be determined on a project-by-project basis and included within the requests for proposals.
 3. Procedures for evaluating requests for proposals submitted to the school district by a construction manager shall include the following:
 - A. The school district shall refer the proposals for recommendation to a selection committee. The selection committee shall be a group of at least five persons designated by the school district. Members of the selection committee shall include (1) members of the school board, (2) members of the school administration or staff, (3) the school's architect or engineer (4) any person having special expertise relevant to selection of a construction manager under the Act, and (5) a resident of the school district other than an individual included in subdivisions (1) through (4) of this subsection. A member of the selection committee designated under subdivision (4) or (5) of this subsection shall not be employed by or have a financial or other interest in a construction manager who has a proposal being evaluated and shall not be employed by the school district or

the school's architect or engineer.

- B. The selection committee and the school district shall evaluate proposals taking into consideration the criteria enumerated in subdivisions (1) through (7) of this subsection with the maximum percentage of total points for evaluation which may be assigned to each criterion set forth following the criterion. The following criteria shall be evaluated, when applicable:
- (1) The financial resources of the construction manager to complete the project **(up to ten percent)**;
 - (2) The ability of the proposed personnel of the construction manager to perform **(up to thirty percent)**;
 - (3) The character, integrity, reputation, judgment, experience, and efficiency of the construction manager **(up to thirty percent)**;
 - (4) The quality of performance on previous projects **(up to thirty percent)**;
 - (5) The ability of the construction manager to perform within the time specified **(up to thirty percent)**;
 - (6) The previous and existing compliance of the construction manager with laws relating to the contract **(up to ten percent)**; and
 - (7) Such other information as may be secured having a bearing on the selection **(up to twenty percent)**.

The records of the selection committee in evaluating proposals and making recommendations shall be considered public records for purposes of NEB. REV. STAT. § 84-712.01.

- C. The school district shall then evaluate and rank each proposal on the basis of best meeting the criteria in the request for proposals and taking into consideration the recommendation of the selection committee.
4. Procedures for negotiations between the school district and the construction managers submitting proposals prior to the acceptance of a proposal if any such negotiations are contemplated shall include the following:
- A. The school district may attempt to negotiate a construction management at risk contract with the highest ranked construction manager and may enter into a construction management at risk contract after negotiations.
 - B. The negotiations shall include a final determination of the manner by which the construction manager selects a subcontractor.
 - C. If the school district is unable to negotiate a satisfactory contract with the highest

ranked construction manager, the school district may terminate negotiations with that construction manager. The school district may then undertake negotiations with the second highest ranked construction manager and may enter into a construction management at risk contract after negotiations.

- D. If the school district is unable to negotiate a satisfactory contract with the second highest ranked construction manager, the school district may undertake negotiations with the third highest ranked construction manager, if any, and may enter into a construction management at risk contract after negotiations.
- E. If the school district is unable to negotiate a satisfactory contract with any of the ranked construction managers, the school district may either revise the request for proposals and solicit new proposals or cancel the construction management at risk process under the act.
- F. If the school district is able to negotiate a satisfactory contract with a construction manager, the school district shall file a copy of all construction management at risk contract documents with the State Department of Education within thirty days after their full execution. Within thirty days after completion of the project, the construction manager shall file a copy of all contract modifications and change orders with the State Department of Education.

5. Procedures for filing and acting on formal protests relating to the solicitation or execution of construction management at risk contracts shall include the following:

A. Definitions.

- (1) Interested party shall mean an actual or prospective bidder whose direct economic interest would be affected by the award of a contract by the school district to another party or by the failure of the school district to award a contract to such actual or prospective bidder.
- (2) Protest shall mean a written objection by an interested party on any phase of the bidding process, including specification, preparation, bid solicitation, and intent to award.

B. Right to Protest. An interested party may protest to the Superintendent. The protest shall be submitted in writing on company letterhead within five working days after public notice of the bid. Protests based on alleged apparent improprieties in a solicitation or other request for proposals must be filed before bid opening or the closing date for receipt of proposals. In all other cases, the protest must be filed within five working days following the selection of the construction manager. To expedite handling of protests, the envelope containing the protest should be clearly labeled "Protest". The written protest shall include as a minimum the following:

- (1) The name and address of the interested party;

- (2) Appropriate identification of the relevant solicitation, and if a bid has been opened, its number, and date of opening;
- (3) A detailed statement of reasons for the protest;
- (4) Supporting, exhibits, evidence, or documents to substantiate any claims unless not available within the filing time, in which case the expected availability date shall be indicated; and a list of all persons who have knowledge of facts relevant to the protest; and
- (5) The action(s) the protestor desires the school district to take to resolve the protest.

The Superintendent will immediately decide upon receipt of the protest whether or not the award of a contract shall be delayed, or if the protest is timely received after the award, whether the performance of the contract should be suspended. The school district shall not proceed further with the solicitation or with the award of the contract and shall suspend performance under the contract, if awarded, unless the Superintendent makes a written determination that the protest is clearly without merit or that award of the contract without delay is necessary to protect the substantial interests of the school district.

- C. Authority to Resolve Protests. Prior to the commencement of an administrative review by the Board concerning any protest, the Superintendent shall attempt to resolve any protest filed by an interested party concerning any solicitation. If the protest is not resolved by mutual agreement, the Superintendent shall create and deliver a Decision to the protestor within a reasonable time after the written protest was received. The Decision shall include a written summary of the Superintendent's investigation and a recommendation regarding the outcome of the protest. The Decision shall (1) state the reasons for the action taken, and (2) inform the interested party of their right to the administrative review by the Board. A copy of the Decision shall be mailed or otherwise furnished immediately to the interested party and any other party intervening protestor and all other bidders. If not satisfied with the decision of the Superintendent, any interested party protestor may appeal to the Board, but the decision shall be final unless the interested party protestor files a timely appeal with the Board.
- D. Board Appeal Procedures. Any interested party protestor, within five working days of receipt of a decision of the Superintendent, may file with the Superintendent a written notice of appeal for an administrative review before the Board. The Notice of Appeal must clearly state the action protested and the basis of appeal. The Board will conduct an administrative review at its next regularly scheduled meeting or at a special meeting. The school district board of education shall consider the Decision of the Superintendent and shall make the final decision on the protest. The school district board of education's decision shall be

final.

6. A construction management at risk contract may be conditioned upon later refinements in scope and price and may permit the school district in agreement with the construction manager to make changes in the project without invalidating the contract. Later refinements shall not exceed the scope of the project statement contained in the request for proposals.

Prohibitions. The school district shall not use a construction management at risk contract for any construction project excluded by NEB. REV. STAT. § 13-2914 or any other applicable law.

Adopted on: July 12, 2021

Revised on: _____

Reviewed on: June 28, 2021

**RESOLUTION OF THE BOARD OF EDUCATION TO SELECT THE
CONSTRUCTION MANAGER AT RISK CONTRACT DELIVERY SYSTEM**

WHEREAS, the Board of Education ("Board") for **Douglas County School District No. 28-0054**, commonly known as **Ralston Public Schools** (the "School District") believes it is in the School District's best interest to use the construction manager at risk contract delivery system under the *Nebraska Political Subdivisions Construction Alternatives Act*, NEB. REV. STAT. §§ 13-2901 to 13-2914 (the "Act") to complete an **Elementary School Facilities Improvement Project**, including without limitation construction of a new elementary school building at the Mockingbird Elementary site; addition, remodel, reconstruction, and/or modification of the elementary school buildings at each of the Meadows Elementary, Wildewood Elementary, and Blumfield Elementary sites; site improvements at each location identified above; and demolition of the existing elementary school building at the Mockingbird Elementary site (the "Project").

BE IT THEREFORE RESOLVED that the Board previously adopted Policy 3042 on "Construction Management at Risk Contracts."

BE IT THEREFORE RESOLVED that the Board assigns the following percentage of total points for evaluation of proposals:

Criteria	Weight
Financial resources of the construction manager to complete the project (maximum of 10%)	10%
Ability of the proposed personnel of the construction manager to perform (maximum of 30%)	15%
Character, integrity, reputation, judgment, experience, and efficiency of the construction manager (maximum of 30%)	20%
Quality of performance on previous projects (maximum of 30%)	20%
Ability of the construction manager to perform within the time specified (maximum of 30%)	15%
Previous and existing compliance of the construction manager with laws relating to the contract (maximum of 10%)	10%
Such other information as may be secured having a bearing on the selection (maximum of 20%)	10%
Total (must equal 100%)	100%

BE IT FURTHER RESOLVED that the Board hereby selects the construction manager at risk contract delivery system to complete the Project.

BE IT FURTHER RESOLVED that the Board directs the School District's administration to prepare a request for proposals and publish notice of the same in a newspaper of general circulation within the School District and file it with the Nebraska Department of Education.

BE IT FURTHER RESOLVED that the Board hereby authorizes, empowers, and directs the School District's administration to take all actions necessary to comply with the terms of the Act in proceeding with the construction manager at risk contract delivery system.

BE IT FURTHER RESOLVED that the following individuals are designated as members of the Construction Manager at Risk Selection Committee:

- (1) Member(s) of the school board: Liz Kumru and Samantha Willey.
- (2) Member(s) of the school administration or staff: Superintendent Mark Adler, Assistant Superintendent Jason Buckingham.
- (3) The school's architect or engineer: Pat Carson, AIA, BCDM Architects.
- (4) Individual(s) having special expertise relevant to selection of a construction manager under the Act: Pat O'Brien
- (5) A resident of the school district other than an individual included in subdivisions (1) through (4): _____.

BE IT FURTHER RESOLVED that all proposals received in response to the request for proposals are hereby referred to the Construction Manager at Risk Selection Committee.

Dated: _____, 2021

President of the Board of Education

ATTEST:

Secretary of the Board of Education

**RESOLUTION OF THE BOARD OF EDUCATION TO SELECT THE
CONSTRUCTION MANAGER AT RISK CONTRACT DELIVERY SYSTEM**

WHEREAS, the Board of Education ("Board") for **Douglas County School District No. 28-0054**, commonly known as **Ralston Public Schools** (the "School District") believes it is in the School District's best interest to use the construction manager at risk contract delivery system under the *Nebraska Political Subdivisions Construction Alternatives Act*, NEB. REV. STAT. §§ 13-2901 to 13-2914 (the "Act") to complete an **Elementary School Facilities Improvement Project**, including without limitation construction of a new elementary school building at the Mockingbird Elementary site; addition, remodel, reconstruction, and/or modification of the elementary school buildings at each of the Meadows Elementary, Wildewood Elementary, and Blumfield Elementary sites; site improvements at each location identified above; and demolition of the existing elementary school building at the Mockingbird Elementary site (the "Project").

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- (3) The school's architect or engineer: Pat Carson, AIA, BCDM Architects.
- (4) Individual(s) having special expertise relevant to selection of a construction manager under the Act: Pat O'Brien
- (5) A resident of the school district other than an individual included in subdivisions (1) through (4): _____.

BE IT FURTHER RESOLVED that all proposals received in response to the request for proposals are hereby referred to the Construction Manager at Risk Selection Committee.

Dated: _____, 2021

President of the Board of Education

ATTEST:

Secretary of the Board of Education

3042

Construction Management at Risk Contracts

This policy is adopted pursuant to the Political Subdivisions Construction Alternatives Act (NEB. REV. STAT. § 13-2901 through § 13-2914).

The board shall adopt a resolution by a two-thirds affirmative vote selecting the construction management at risk contract delivery system prior to proceeding with any of the steps involved with solicitation or execution of any construction contract. For a project authorized under subsection (3) of section 13-2914, the resolution shall include a statement that the political subdivision has made a determination that the construction management at risk contract delivery system is in the public interest based, at a minimum, on one of the following criteria: (a) Savings in cost or time or (b) requirement of specialized or complex construction methods suitable for the construction management at risk contract delivery system.

Definitions. For purposes of this policy:

1. Construction management at risk contract means a contract by which a construction manager (a) assumes the legal responsibility to deliver a construction project within a contracted price to the school district, (b) acts as a construction consultant to the school district during the design development phase of the project when the school district's architect or engineer designs the project, and (c) is the builder during the construction phase of the project;
2. Construction manager means the legal entity which proposes to enter into a construction management at risk contract pursuant to the Act;
3. Proposal means an offer in response to a request for proposals by a construction manager to enter into a construction management at risk contract for a project pursuant to the act;
4. Request for proposals means the documentation by which a school district solicits proposals; and
5. School district means Ralston Public Schools.

Procedures.

1. Procedures for the preparation and content of requests for proposals shall include the following:
 - A. At least thirty days prior to the deadline for receiving and opening proposals, notice of the request for proposals shall be published in a newspaper of general circulation within the school district and filed with the State Department of Education. The request for proposals shall contain, at a minimum, the following elements:

1. The identity of the school district for which the project will be built and the school district that will execute the contract;
 2. Policies adopted by the school district pursuant to the Act;
 3. The proposed terms and conditions of the contract, including any terms and conditions which are subject to further negotiation. The proposed general terms and conditions shall be consistent with nationally recognized model general terms and conditions which are standard in the design and construction industry in Nebraska. The proposed terms and conditions may set forth an initial determination of the manner by which the construction manager selects any subcontractor and may require that any work subcontracted be awarded by competitive bidding;
 4. Any bonds and insurance required by law or as may be additionally required by the school district;
 5. General information about the project which will assist the school district in its selection of the construction manager, including a project statement which contains information about the scope and nature of the project, the project site, the schedule, and the estimated budget;
 6. The criteria for evaluation of proposals and the relative weight of each criterion; and
 7. A description of any other information which the school district chooses to require.
2. Procedures for the preparation and submission of proposals by the construction manager shall be determined on a project-by-project basis and included within the requests for proposals.
 3. Procedures for evaluating requests for proposals submitted to the school district by a construction manager shall include the following:
 - A. The school district shall refer the proposals for recommendation to a selection committee. The selection committee shall be a group of at least five persons designated by the school district. Members of the selection committee shall include (1) members of the school board, (2) members of the school administration or staff, (3) the school's architect or engineer (4) any person having special expertise relevant to selection of a construction manager under the Act, and (5) a resident of the school district other than an individual included in subdivisions (1) through (4) of this subsection. A member of the selection committee designated under subdivision (4) or (5) of this subsection shall not be employed by or have a financial or other interest in a construction manager who has a proposal being evaluated and shall not be employed by the school district or

the school's architect or engineer.

- B. The selection committee and the school district shall evaluate proposals taking into consideration the criteria enumerated in subdivisions (1) through (7) of this subsection with the maximum percentage of total points for evaluation which may be assigned to each criterion set forth following the criterion. The following criteria shall be evaluated, when applicable:
- (1) The financial resources of the construction manager to complete the project **(up to ten percent)**;
 - (2) The ability of the proposed personnel of the construction manager to perform **(up to thirty percent)**;
 - (3) The character, integrity, reputation, judgment, experience, and efficiency of the construction manager **(up to thirty percent)**;
 - (4) The quality of performance on previous projects **(up to thirty percent)**;
 - (5) The ability of the construction manager to perform within the time specified **(up to thirty percent)**;
 - (6) The previous and existing compliance of the construction manager with laws relating to the contract **(up to ten percent)**; and
 - (7) Such other information as may be secured having a bearing on the selection **(up to twenty percent)**.

The records of the selection committee in evaluating proposals and making recommendations shall be considered public records for purposes of NEB. REV. STAT. § 84-712.01.

- C. The school district shall then evaluate and rank each proposal on the basis of best meeting the criteria in the request for proposals and taking into consideration the recommendation of the selection committee.
4. Procedures for negotiations between the school district and the construction managers submitting proposals prior to the acceptance of a proposal if any such negotiations are contemplated shall include the following:
- A. The school district may attempt to negotiate a construction management at risk contract with the highest ranked construction manager and may enter into a construction management at risk contract after negotiations.
 - B. The negotiations shall include a final determination of the manner by which the construction manager selects a subcontractor.
 - C. If the school district is unable to negotiate a satisfactory contract with the highest

ranked construction manager, the school district may terminate negotiations with that construction manager. The school district may then undertake negotiations with the second highest ranked construction manager and may enter into a construction management at risk contract after negotiations.

- D. If the school district is unable to negotiate a satisfactory contract with the second highest ranked construction manager, the school district may undertake negotiations with the third highest ranked construction manager, if any, and may enter into a construction management at risk contract after negotiations.
- E. If the school district is unable to negotiate a satisfactory contract with any of the ranked construction managers, the school district may either revise the request for proposals and solicit new proposals or cancel the construction management at risk process under the act.
- F. If the school district is able to negotiate a satisfactory contract with a construction manager, the school district shall file a copy of all construction management at risk contract documents with the State Department of Education within thirty days after their full execution. Within thirty days after completion of the project, the construction manager shall file a copy of all contract modifications and change orders with the State Department of Education.

5. Procedures for filing and acting on formal protests relating to the solicitation or execution of construction management at risk contracts shall include the following:

A. Definitions.

- (1) Interested party shall mean an actual or prospective bidder whose direct economic interest would be affected by the award of a contract by the school district to another party or by the failure of the school district to award a contract to such actual or prospective bidder.
- (2) Protest shall mean a written objection by an interested party on any phase of the bidding process, including specification, preparation, bid solicitation, and intent to award.

B. Right to Protest. An interested party may protest to the Superintendent. The protest shall be submitted in writing on company letterhead within five working days after public notice of the bid. Protests based on alleged apparent improprieties in a solicitation or other request for proposals must be filed before bid opening or the closing date for receipt of proposals. In all other cases, the protest must be filed within five working days following the selection of the construction manager. To expedite handling of protests, the envelope containing the protest should be clearly labeled "Protest". The written protest shall include as a minimum the following:

- (1) The name and address of the interested party;

- (2) Appropriate identification of the relevant solicitation, and if a bid has been opened, its number, and date of opening;
- (3) A detailed statement of reasons for the protest;
- (4) Supporting, exhibits, evidence, or documents to substantiate any claims unless not available within the filing time, in which case the expected availability date shall be indicated; and a list of all persons who have knowledge of facts relevant to the protest; and
- (5) The action(s) the protestor desires the school district to take to resolve the protest.

The Superintendent will immediately decide upon receipt of the protest whether or not the award of a contract shall be delayed, or if the protest is timely received after the award, whether the performance of the contract should be suspended. The school district shall not proceed further with the solicitation or with the award of the contract and shall suspend performance under the contract, if awarded, unless the Superintendent makes a written determination that the protest is clearly without merit or that award of the contract without delay is necessary to protect the substantial interests of the school district.

- C. Authority to Resolve Protests. Prior to the commencement of an administrative review by the Board concerning any protest, the Superintendent shall attempt to resolve any protest filed by an interested party concerning any solicitation. If the protest is not resolved by mutual agreement, the Superintendent shall create and deliver a Decision to the protestor within a reasonable time after the written protest was received. The Decision shall include a written summary of the Superintendent's investigation and a recommendation regarding the outcome of the protest. The Decision shall (1) state the reasons for the action taken, and (2) inform the interested party of their right to the administrative review by the Board. A copy of the Decision shall be mailed or otherwise furnished immediately to the interested party and any other party intervening protestor and all other bidders. If not satisfied with the decision of the Superintendent, any interested party protestor may appeal to the Board, but the decision shall be final unless the interested party protestor files a timely appeal with the Board.
- D. Board Appeal Procedures. Any interested party protestor, within five working days of receipt of a decision of the Superintendent, may file with the Superintendent a written notice of appeal for an administrative review before the Board. The Notice of Appeal must clearly state the action protested and the basis of appeal. The Board will conduct an administrative review at its next regularly scheduled meeting or at a special meeting. The school district board of education shall consider the Decision of the Superintendent and shall make the final decision on the protest. The school district board of education's decision shall be

final.

6. A construction management at risk contract may be conditioned upon later refinements in scope and price and may permit the school district in agreement with the construction manager to make changes in the project without invalidating the contract. Later refinements shall not exceed the scope of the project statement contained in the request for proposals.

Prohibitions. The school district shall not use a construction management at risk contract for any construction project excluded by NEB. REV. STAT. § 13-2914 or any other applicable law.

Adopted on: July 12, 2021

Revised on: _____

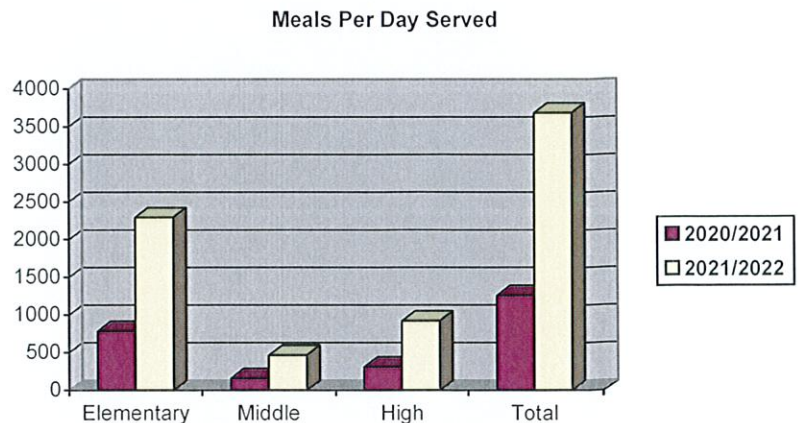
Reviewed on: June 28, 2021

Ralston Public Schools
Monthly Administrative Update Foodservice
September 2021

RPS Revenue September, 2021		
Cash Sales	Breakfast & Lunch	
	Student Ala Carte	\$ 14,295.10
	Adult Ala Carte	\$ 121.50
Reimbursements	Breakfast	\$ 62,466.24
	Lunch	\$ 208,548.20
	Snacks	\$ 1,838.00
	Total	\$ 287,269.04
RPS Expenses	District Labor	\$ 60,000.00
	District Operating Costs	\$ 487.28
	Sodexo	\$ 156,323.68
	Total	\$ 216,810.96
	Credit for Commodities Received	\$ 35,142.96
	Total Expenses	\$ 181,668.00
RPS		\$ 105,601.04

	9/2021 TOTAL MEALS SERVED	9/2021 MEALS PER DAY	9/2020 TOTAL MEALS SERVED	9/2020 MEALS PER DAY
Elementary				
Breakfast	18,836	942	6580	329
Lunch	27,056	1353	9183	459
RMS				
Breakfast	1670	84	255	13
Lunch	7690	385	2988	149
RHS				
Breakfast	4861	243	1518	76
Lunch	13,625	681	4727	236
RPS Total				
Breakfast	25,367	1269	8353	418
Lunch	48,371	2419	16,898	844

RPS Free and Reduced
 September 30, 2020
 50%



September, 2021 Events:

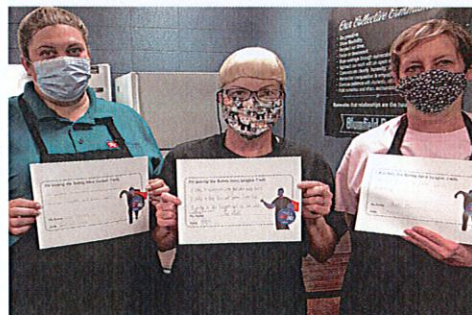
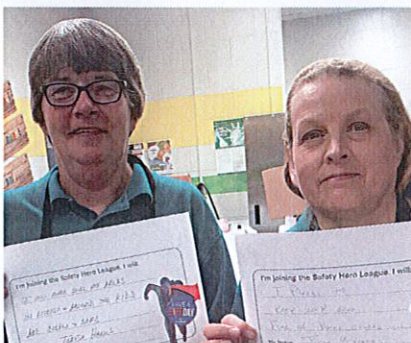
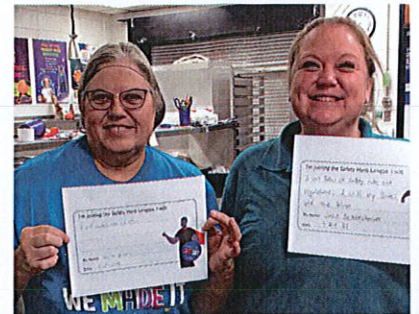
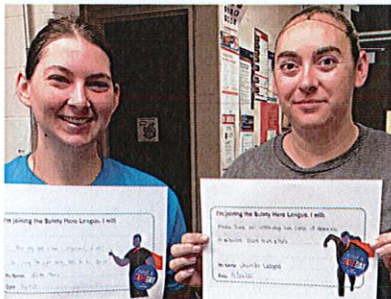


ACT tests have been held at RHS on 9/11. Breakfast was provided for many students.

We spent time teaching kids to take fruit and vegetables from salad bars again (all wrapped individually) and how to use regular trays instead of disposable trays. Middle school students are improving at the new silverware dispensers.

Al Collins, Sodexo vice-president, visited our schools and had lunch at Ralston High. He is taking over for Chuck Thomas, who has retired.

Monthly staff training was held and topics were Slips, Trips & Falls, Preventing Burns, and Heat Stress. A new assessment was added this year where all staff was asked to join the Safety Hero League. Each staff member made a pledge for what action they will take to keep themselves and others safe this year. We took pictures and they are posted in all kitchens.



Bill Review Schedule for 2021

January 11

Jay
Mary

February 8

Heather
Merv

March 8

Robin
Liz

April 12

Mary
Heather

May 10

Merv
Liz

June 14

Robin
Jay

July 12

Mary
Samantha

August 9

Jay
Liz

September 13

Samantha
Merv

October 11

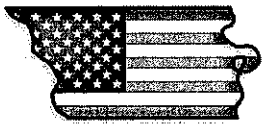
Robin
Liz

November 8

Mary
Jay

December 13

Robin
Merv



douglas county
ELECTION COMMISSION

12220 W Center Road
Omaha, Nebraska 68144

Phone (402) 444 - VOTE • Fax (402) 444 - 4181

www.votedouglascounty.com

Brian W. Kruse, Election Commissioner

October 21, 2021

Dr. Mark Adler, Superintendent
Ralston Public Schools
8545 Park Dr
Ralston, NE 68127

Dear Dr. Adler:

Enclosed are the results for the Ralston Public Schools Bond Election held October 12, 2021.
The results are also posted on our website at www.votedouglascounty.com.

If you have any questions, please contact Valerie Stoj, Public Relations Coordinator, at (402) 444-VOTE (8683) extension 8064 or valerie.stoj@douglascounty-ne.gov.

Sincerely,

Brian W. Kruse
Douglas County Election Commissioner

vs

Enclosure: *Official Election Results*



Official Election Results Ralston Public Schools

Bond Election
October 12, 2021

I, Brian W. Kruse, being the Election Commissioner of Douglas County, Nebraska, do hereby certify the following results cast by the voters of Ralston Public Schools at the Bond Election held October 12, 2021.

FOR such Bonds and tax	2,076
AGAINST such Bonds and tax	1,187

Witness my hand and official seal this 21st day of October, 2021.

Brian W. Kruse
Douglas County Election Commissioner

RESOLUTION

RALSTON PUBLIC SCHOOLS BOARD OF EDUCATION

WHEREAS, the authority to implement and fund a Voluntary Separation Program for the Ralston Public School District is vested in its Board of Education; and

WHEREAS, the Board of Education wishes to fund a Voluntary Separation Program for the 2020-2021 school year; and

WHEREAS, the Board of Education wishes to fund the Voluntary Separation Program with a limited amount of funds available for potential participants;

NOW, THEREFORE, BE IT RESOLVED that the Voluntary Separation Program will be funded with a maximum of Two Hundred Fifty Thousand Dollars (\$250,000.00) for use during the Program enrollment period which coincides with the 2020-2021 school year.