

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. Board of Education Vacancy Interviews
Speaker(s): President Richards
5. Board of Education Vacancy Appointment (Action)
Speaker(s): President Richards
6. Board of Education Oath of Office
Speaker(s): Dr. Mark Adler
7. Consent Agenda (Action)
Speaker(s): Board President
8. Board Development and Communication
 - 8.1. Board Members' Update
9. Superintendent's Report
Speaker(s): Superintendent
 - 9.1. Ralston Middle School--School Improvement Plan Overview
Speaker(s): Mr. Andrew Parizek
 - 9.2. Mid-Year Academic Performance Data Review
Speaker(s): Dr. Cecilia Wilken
 - 9.3. District Bond Project Update
Speaker(s): Dr. Mark Adler
 - 9.4. Government Relations Update
Speaker(s): Dr. Mark Adler
 - 9.5. NASB Updates and Information
Speaker(s): Mrs. Elizabeth Kumru
 - 9.6. Enrollment Update
Speaker(s): Dr. Mark Adler
10. Standards Based School Improvement
11. Policy Review
 - 11.1. Policy 5001--Compulsory Attendance and Excessive Absenteeism
Speaker(s): Ms. Melissa Stolley
12. Executive Session Disclosure
 - 12.1. Executive Session (Action)
Speaker(s): President Richards

13. Pre-Adjournment Information and Activities
 - 13.1. Announcements
 - 13.2. Board of Education Supplemental Meeting Information
 - 13.3. Future Board Calendar
14. 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: _____

INTERVIEWING THE APPLICANTS

The board will interview the applicants during a regularly advertised meeting of the board. The interviews will be conducted in open session.

§ 84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.

“...(f) Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

The Association recommends that a copy of each application be distributed to each board member prior to the meeting for their personal review. During the interview, each applicant will respond to a set of questions predetermined by the board. The Association provides a sample of candidate questions for the board’s consideration.

BOARD CANDIDATE QUESTIONNAIRE

1. What motivates you to want to become a board member?
2. What attributes are essential for successful school board members?
3. What do you see as the board’s roles and responsibilities?
4. What role does policy play/have in the function of the board?
5. Do you have sufficient time/energy to devote to this position?
6. How would you handle a request or concern, if approached, by an individual or special interest groups?
7. Identify the qualities an effective board member will exhibit.
8. What are the basic requirements for successful school boardsmanship?
9. What is your vision for education in this school district?
10. Do you understand the role of the superintendent? Describe the superintendent’s role.
11. Do board members/the board have a role in the day-to-day operation of the district?
12. Can you/should you support a board decision that you are not in favor of?
13. What do you see as the primary work of the board?

14. What kind of relationship should a district/the board have with the community? With parents and families?
15. How can a board know if the district goals are being accomplished and policies carried out?
16. Who should set the rules governing board procedures, methods, and behavior? Who should enforce them?
17. With one or two meetings a month, all school boards are limited in what they can do. How does/should the board decide what is most important?
18. How can the board be accessible to the community?
19. How can you contribute to a successful board meeting?
20. What responsibilities do board members have regarding advocacy?
21. What do you think is expected of you as a board member?
22. Why are school boards necessary?
23. What are the leadership responsibilities of school board members?
24. What are the current challenges facing education/school boards?
25. What is the most important responsibility of a school board?
26. What is the public relations role of a school board?
27. Is membership on the board of education compatible with your present position?
28. What question do you have for the board?

The board may wish to select the questions that will help the board understand the qualities and characteristics each candidate will bring to the board based upon how they respond to the candidate interview. Ultimately, **it is critical that the board understand each individual's motivation for wishing to serve the district as a board member.**

When filling the vacancy, the board may not vote by ballot. Once the board has completed the interviews, begin discussion of the candidates by accentuating the positive attributes each individual brings to the table through the interview questions. The transparency the board desires to ensure is supported through open and honest discussion of the qualities each candidate brings to the board. Through this format, the board is only discussing positive characteristics, thus allowing the candidate of choice to surface.

Once the board has selected the applicant to fill the vacancy, notify the Election Commissioner's office of the appointment, as well as the Association. Notification to the Association can be done through email and/or update of the NASB Membership Portal. The Association highly encourages the board to carry out a new board member orientation as soon as possible.

CANDIDATE COMPARISON

Assess each candidate and score

5 – Excellent 3 – Average 1 – Fair

| Candidate Background | Candidate #1 | Candidate #2 | Candidate #3 | Candidate #4 |
|--|---------------------|---------------------|---------------------|---------------------|
| Candidate has served on the board previously. | | | | |
| Candidate has served in a volunteer role in the school district. | | | | |
| Candidate has served in a volunteer role in the community. | | | | |
| Candidate serves as an advocate for the school district. | | | | |
| Candidate Application | | | | |
| Candidate completed application and submitted prior to deadline. | | | | |
| Candidate's response to application question conveyed a clear and purposeful message on why they are interested in serving on the board and qualities they will bring to the role. | | | | |
| Interview Assessment | Candidate #1 | Candidate #2 | Candidate #3 | Candidate #4 |
| Communication skills were pleasant, logical, persuasive, and organized. | | | | |
| Candidate appeared confident and relaxed during their interview. | | | | |
| Candidate engaged all board members when responding to questions. | | | | |
| Candidate's response to questions was concise and to the point. | | | | |

| | | | | |
|--|--|--|--|--|
| Candidate will represent the district well in the community. | | | | |
| Candidate conveyed a responsibility to support education for all students. | | | | |
| Candidate conveyed a strong knowledge of the school district. | | | | |
| Candidate conveyed how his/her interests will bring value to their service to the board. | | | | |
| Candidate asked questions of board members. | | | | |
| Response to Interview Questions | | | | |
| Question 1 (Insert question, assess quality of response.) | | | | |
| Question 2 | | | | |
| Question 3 | | | | |
| Question 4 | | | | |
| Potential Total Assessment Score 100 | | | | |

MENTORING POTENTIAL BOARD MEMBERS

Each election year there is potential for change among board members. The board that proactively anticipates the change is a board that ensures a purposeful and a positive board-superintendent working relationship. As board president, you will lead this mentoring process. Act by:

Identifying quality individuals to run for the board of education. Individual board members and administrators should actively identify and encourage quality individuals to consider service on the board of education. Consider community members who advocate for students, serve education as an active volunteer in the schools or community, and/or someone that models a willingness to listen and understand both sides of an issue before taking a position.

Educating the board candidates. The superintendent, board president, veteran board members, and appropriate administrators should meet with each board candidate to explain the role and expectations of a board member. The public perception is shaped by the current board and the superintendent's working relationship as leaders of the district. The value of the candidate meeting provides a behind the scenes look at the division of roles and responsibilities of the board and

Allison Bitterman
7805 Heritage Plaza
Ralston, NE 68127
Cell 402-917-1202
Email abitterman14@gmail.com

Dear Dr. Adler and School Board Elected Officials,

It is the greatest of honor to submit my application for Ralston School Board. I believe our educators, children and parents are the foundation and our most valuable members of our community. As a Ralston School Board Member, my goal would be to support, empower and equip our educators and children with the tools and resources to enrich and maximize their environment and experiences that going to school provides. The foundation for my life and who I am as a leader is because of the impact a public-school education and the educators had on my life and I want everyone to have the opportunity to learn and grow.

I have a decade of leadership and working alongside numerous community leaders while building relationships with all who share my commitment to serving members of my community and their livelihood. I believe as a leader, it means to be objective, thoughtful and pragmatic. It means to listen and understand our decisions have impact on the daily lives of our children, parents and educators and community members lead. It means their best interests precedes my decision making and is preeminent to any political affiliation. Our schools are a place where our educators create an environment and experience that provides our children with the skills and tools to learn, play and grow. It is where children explore and begin to understand what their interests and passions are and who they are and will become as members of the Ralston community.

As a member of the Ralston Community, I have witnessed the Ralston School Board work together with other community leaders and serve as a dependable, effective, and efficient form of government. I believe that many of my same goals and values are what embodies the service of the board's current members and I hope to work, learn, and grow alongside them to support and grow Ralston Schools.

I hope to serve my community in supporting and empowering our educators, children and parents to have an enriched school and home environment with experiences and opportunities to provide our children with the skills and tools to learn, play and grow.

With sincerity and gratitude for your own commitment to our community. We are Ralston!

Allison Bitterman



402-917-1202



Abitterman14@gmail.com



Linkedin.com/allisonbitterman



Ralston, Nebraska, 68127

EDUCATION

Studied at the University of Nebraska at Omaha Political Science

EXPERTISE

- Fundraising of high, mid, and low donor levels
- Planning and Forecasting
- Prospecting
- Marketing of Organization or Candidate
- Innovation to Increase Revenue Growth
- Communication with Donors and Press

ALLISON BITTERMAN

WORK EXPERIENCE

CEO / FOUNDER of Golden Egg Talent

Omaha, NE / Oct 2022 – Present

- I am responsible for decision making and executing the vision Golden Egg Talent. We help jobseekers with new accreditations or are newly available match and directly connect with companies hiring for their expertise. We do this by forming relationships with Educational Institutions and Companies with open positions.

DEVELOPMENT DIRECTOR / PRESTON LOVE JR AFRICAN AMERICAN

Omaha, NE / Oct 2020 – Oct 2021

- Provided strategic advisement with funding and communicating with donor to obtain interest and contribution towards nonprofit.
- Developed a donor database system based off analysis and research to serve organization.
- Met with philanthropic community to discuss the mission of the community center and asked for contributions.
- Participated in oversight of writing of grant proposals.
- Communicated with colleagues via zoom and email.

FINANCE DIRECTOR / KARA EASTMAN FOR CONGRESS

Omaha, NE / Sept 2019 – March 2020

- Participated in development of campaign messaging and platform
- Managed a staff of colleagues and consultants.
- Oversaw daily fundraising emails and communication to donor network.
- Created innovative fundraising programs to maximize donor contributions.
- Planned and executed fundraising events that included Members of Congress.
- Maintained and enhanced donor database through research and analysis.
- Participated in weekly campaign advisement meetings.
- Laid the ground work that raised over 4.5 million dollars and resulted in dozens of endorsements and national press.



CERTIFICATE

Genius of Warren Buffett Executive
MBA Course
College of Business
Omaha, NE 68182

TECHNICAL SKILLS

- Social Media Management
- CRM Management
- Analytical and Objective Minded
- Strategic Execution
- Time Management
- Attention to Detail

WORK EXPERIENCE (continued)

FINANCE DIRECTOR / JEFF KIRKPATRICK FOR MAYOR

Lincoln, NE / Sept 2018 - May 2019

- Created monthly targeted fundraising goals and benchmarks.
- Mentored candidate during donor call time that resulted in a 30% increase of contributions through implementation of double dialing.
- Wrote timely press releases that resulted in all 6 out of 6 press releases receiving front page newspaper coverage.
- Coached colleagues in donor research in composing briefings.

FUNDRAISING, STRATEGY, & COMMUNICATIONS/ BRAD ASHFORD FOR CONGRESS

Omaha, NE / June 2015 - May 2018

- Created Slogan "Back to Work for You."
- Composed and collaborated with DCCC to send out daily fundraising e-mails .
- Analyzed donor database from prior election cycles and targeted which individuals would be most likely to donate to develop targeted fundraising goals.
- Analyzed donors to resolicit to maximize contributions.
- Created fundraising bulk letter solicitations for fundraising purposes through email and direct mail.
- Developed prospect donor database.

ELECTORATE CONSULTANT / NEBRASKANS FOR BETTER WAGES

Omaha, NE / May 2014 - Sept 2014

- Organized a petition drive to place the minimum wage increase on the ballot for 2014 election.
- Explained the benefit of raising Nebraska's minimum wage to the electorate.
- Trained and mentored new employees on the most effective way to hold conversations with the electorate regarding raising the minimum wage.
- Raised Nebraska's minimum wage through a two-step process by taking it to \$8.00 in 2015 to \$9.00 in 2016.

ELECTORATE CONSULTANT / GREG HOSCH FOR LEGISLATURE

Omaha, NE / May 2014 - Nov 2014

- Identified constituents as supporters or potential supporters for targeting purposes to vote for candidate Hosch.
- Explained the priorities of Greg Hosch as candidate for State Senator.
- Entered collected data from constituents into a voter database system.
- Developed and implemented precinct level strategy for the campaigns voter contact efforts.



AWARDS

AWARD

Raised the Most Contributions in a Primary Federal Election in the state of Nebraska

PERSONAL DEVELOPMENT

Omaha Chamber of Young Professionals Conference
Selections Committee Member

Douglas County Democrats
Committee Member

Local Policy Advocate for Updating
Local City Policies and Procedures

WORK EXPERIENCE (continued)

FUNDRAISING INTERN FOR VOLUNTEERS / BOB KERREY FOR SENATE

Omaha, NE / May 2014 - Nov 2014

- Answered and screened phone calls to the Bob Kerrey Campaign and directed them to the correct individual
- Greeted all individuals who came into the office in a courteous and helpful manner
- Coordinated with all volunteers on weekly bases in regards to availability and office tasks.
- Utilized excel and google calendar as a system to coordinate and store volunteer information.
- Organized all materials needed for volunteers to complete daily office tasks. Daily tasks included creation of call scripts, fundraising invite lists and thank you notes to donors. Mentored volunteers on the daily tasks.

LEGISLATIVE SESSION INTERN / OFFICE OF NE STATE SENATOR HEATH MELLO

Lincoln, NE / Jan 2013 - May 2013

- Researched potential legislation for the forthcoming legislative session
- Comprised summary of the potential legislation into formatted word document for legislative hearings.
- Comprised legislative updates from Senator Mello that were mailed to constituents.
- Organized media articles into categories for potential legislation arguments



Anne J. Harley, Ed.D.
8818 Drexel Circle
Ralston, NE 68127
(402) 889-2398
ajharley1@yahoo.com

January 17, 2023

Mrs. Samantha Willey, Board Secretary
Ralston Public Schools Board of Education
8545 Park Drive
Ralston, NE 68127

Dear Mrs. Willey:

This letter represents my interest in applying for the vacant Board of Education position. Please refer to my resume which outlines my commitment to public education for the past 34 years. I believe my experience and knowledge of teaching, learning, and administration qualifies me for this position.

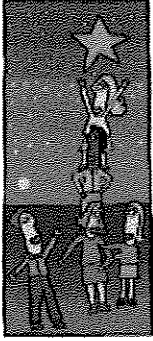
I hold a Doctoral Degree in Educational Administration, a Masters Degree in Educational Leadership, and Masters Degree in Elementary Reading and Writing. My experience in education includes: classroom teacher, reading specialist, instructional coach, assistant principal, principal, curriculum coordinator, adjunct professor, and am currently an educational consultant at ESU3. I have worked in urban, suburban, and rural schools and have served stakeholders in Title I buildings and buildings with less than 10% poverty. I have been extremely fortunate that my career has led me down an expansive, diverse path. I continue to work closely with district and building leaders, supporting our teachers in continuous improvement efforts. I am passionate about rigorous curriculum, engaging instruction, and informative assessment, along with healthy school cultures.

I am fairly new to Ralson; I purchased my home in Woodbine in April 2020. I am incredibly proud to be a Ralston resident, and especially proud that our community supported the bond issue! What an exciting time for our district! If selected, I will dedicate myself to serving the Board of Education with integrity and commitment to the policies which will ensure Ralston Public Schools continue to thrive and excel in the classroom, in extracurriculars, and in the community.

This is an important decision. Thank you for your consideration.

Sincerely,

Anne J. Harley, Ed.D.



Anne J. Harley, Ed.D. _____

8818 Drexel Circle
Ralston, NE 68127
(402) 889-2398
ajharley1@yahoo.com

Harmony Achiever Learner Consistency Focus

CERTIFICATION _____

Nebraska Professional Administrative Certificate

Principal, PK-8
Superintendent, PK-12
Elementary, K-6
Reading and Writing, K-6

Reading Recovery Certificate

Texas Woman's University

EDUCATION _____

Doctor of Education 2012 University of Nebraska-Omaha

Master of Education in Educational Leadership 2008 Doane College

Master of Education in Elementary Reading 1995 Texas Woman's University

Bachelor of Science in Elementary Education 1988 University of Nebraska-Lincoln

CURRENT POSITION _____

Educational Consultant, Professional Learning Department

Educational Service Unit #3, La Vista, NE 2020-present

ADMINISTRATIVE EXPERIENCE

Curriculum Instruction Assessment Coordinator/Instructional Coach

Centennial Public School, Utica, NE 2016-2018

Elementary Principal

Papillion La Vista Community Schools, Papillion, NE

Patriot Elementary 2013-2016

Anderson Grove Elementary 2009-2013

Assistant Principal

Millard Public Schools, Omaha, NE

Ackerman Elementary School 2008-2009

High Ability Reading Coordinator

Assessment Coordinator

TEACHING EXPERIENCE

Doane University, Omaha Campus

2022 Adjunct Professor -- Masters Level, Educational Leadership

Lincoln Public Schools, Lincoln, NE

2018-2020 Campbell Elementary, Teacher -- Fifth Grade, Team Lead, Science Liaison

Papillion La Vista Community Schools, Papillion, NE

2004-2008 G. Stanley Hall Elementary, Reading Specialist – Reading Recovery/Title I

Council Bluffs Community Schools, Council Bluffs, IA

1999-2004 Hoover Elementary, Reading Recovery/Literacy Strategist

Boys Town, Omaha, NE (Village of Boys Town)

1999 Boys Town High School, Reading Specialist – FAME Reading Model

Millard Public Schools, Omaha, NE

1996-1997 Rockwell Elementary, Teacher – Second Grade

Carrollton-Farmers Branch Independent Schools, Carrollton, TX

1992-1996 Davis Elementary, Reading Recovery/Chapter One, Teacher – First Grade

1988-1992 Carrollton Elementary, Teacher – First Grade

AWARDS AND HONORS

- ◆ NCSA Outstanding New Principal of the Year
- ◆ Nebraska Schoolmasters scholarship recipient
- ◆ Read Aloud Nebraska grant recipient
- ◆ Ritonya-Buscher-Poehling grant recipient
- ◆ Jayne Wade Anderson scholarship recipient

SPECIALIZED TRAINING

- ◆ NWEA Certified Facilitator
- ◆ Apple Teacher
- ◆ Google Educator Certified, Levels 1 & 2
- ◆ Google Certified Coach
- ◆ PBIS Leadership Development Institute
- ◆ BIST, full implementation for four years
- ◆ National Association of Elementary Principals Mentor Certification

PROFESSIONAL AFFILIATIONS

- ◆ Learning Forward Nebraska
- ◆ Nebraska Association for Curriculum Instruction and Assessment
- ◆ Nebraska Council of School Administrators
- ◆ Association of American Educators

PUBLICATIONS

- ◆ “The Sustainability of Reading Recovery Intervention on Reading Achievement of Students Identified as At-risk for Early Reading Failure”, University of Nebraska-Omaha Dissertation (2012)
- ◆ “Managing the Rural School Facility Construction Process”, by Angelo Passarelli, Wade Goehring, and Anne Harley, presented at the National Working Conference on Improving Rural School Facilities, Kansas City, MO (1998)

Jessica Dunne

5129 S 82nd Street, Ralston, NE 68127 | 402-679-5141 | j.conley1109@hotmail.com

January 18, 2023

Office of the Superintendent
Ralston Public Schools
8545 Park Drive
Ralston, NE 68127

Dear Office of the Superintendent:

I am writing to express my interest in the recent vacated seat on the Ralston School Board.

As a Ralston alumnus and current resident, I feel it is my time to give back to the community that has served me for so many years.

I earned my Associates Degree in business from Iowa Western Community College. I also have my real estate license in Nebraska and Iowa.

I currently work for a land service company that actively leases land for wind and solar farms.

Sincerely,

Jessica Dunne

Jessica M. Dunne
5129 S. 82nd Street
Ralston, NE 68127
402-679-5141
j.conley1109@hotmail.com

Qualifications:

I have worked as an independent contractor in the wind energy field for over 5 years. I work with a managed other independent contractor to complete title work and land acquisition documentation. I also managed the front office of the wind energy office before going remote from a central location to monitor all the offices. I also worked within the banking industry for 10 years. I balanced various accounts and general ledgers daily, along with taking customer service calls.

Education:

Iowa Western Community College

- May 2017
- AA Business Administration

Ralston High School

- May 2000

Employment History:

September 2022- Current Doyle Land Services- Data Document and Title Specialist

For Doyle Land I review deeds and land title documentation for land acquisition for wind and solar farms. I draft agreement request forms that are passed on to the legal and contract teams for completion of easements. I also participate in multiple weekly conference calls. I perform other various tasks as assigned.

July 2022-September 2022 Independent Contractor/JMDunne, LLC with Atwell

While contracted with Atwell I completed Right of Way (ROW) requests for a natural gas pipeline. I was responsible for research current rights with in easements. I also prepared documentation for legal teams and landowners to sign for encroachment purposes.

February 2020-Current Licensed Real Estate Agent

I am currently licensed in Nebraska and Iowa.

June 2021-November 2021 Independent Contractor/Conley Enterprises-Atwell

I was contracted through my corporation (Conley Enterprises Corp) with Atwell. When requested I preform title searches through out the State of Michigan remotely. Once the title search was complete, I would compile the documentation in order (patten to current date) and send the file over to my direct report

January 2018-to March 2020 Independent Contractor (with Invenergy)-Wind Energy

As an independent Contractor, I was responsible for processing easement and memo requests from other independent Contractors that worked in our offices. I obtained deeds and other supporting documentation from court houses across the State of Iowa to prepare the easement and memo. Along with building relationships with the people who worked in the recorder's offices at the court houses. I also process title and curative work as need from the legal team and the energy company. I would scan and copy easement and memos once completed, along with emailing and mailing the physical

documentation to the corporate office. I managed the daily operations of the office including greeting clients and answering phones (when in office). I also maintained the monthly schedule for all of the independent contractors. Assist other easement/memo and title processors with questions and issues as needed. This work was mostly completed remotely as we had upwards of 8 offices across the state of Iowa.

August 2016 to January 2018 Security National Bank-Fraud Risk and Card Specialist

For Security National Bank I complete daily credit card balancing and card order processing. I provide support to the bookkeeper. This includes balancing various GL's and the Federal Reserve and other correspondent banks. I am responsible for ATM/Debit Card ordering and processing. I process monthly board reports. I have been cross trained in all lines of banking operations. Along with processing all incoming return and cash letter files from the FED banks. I field customer calls and assist them with their online banking issues. I assist personal bankers and other bank staff with issues as they arise. I close accounts and send customer information to collections as requested by the banker. All daily tasks are completed using Excel, Word, and banking operating systems. Provide administrative support to management as needed. The position was held in office and remotely.

November 2014-to August 2016 Independent Contractor-Wind Energy

As an independent Contractor, I was responsible for processing easement and memo requests that would come in from other Independent Contractors that worked in my office. I obtain deeds and other supporting documentation to prepare the easement and memo. Other duties include writing checks for bills that would come in the mail. Scan and copy easement and memos once completed and email them to the corporate office. Manage the daily operations of the office including greeting clients and answering phones. I also maintained the monthly schedule for all the independent contractors

January 2010-November 2014 Security National Bank-Deposit Operations Specialist III

For Security National Bank I complete daily processing of back-room duties. Such as stop payments, processing non-posted item, NSF's, and Positive Pay processing. I also do daily reconciliation of all bank ATM's. I am also responsible for making sure that incoming and outgoing wires are completed within a timely matter. I process monthly board reports. I have been cross trained in all lines of banking operations. Along with processing all incoming return and cash letter files from the FED. As well as reconciling for the Federal Reserve and correspondent banks. I field customer calls and assist them with their online banking issues. I assist personal bankers and other bank staff with issues as they arise. I close accounts and send customer information to collections as requested by the banker. All daily tasks are completed using Excel, Word and banking operating systems. Provide administrative support to management as needed.

September 2007-January 2010 Current-Union Pacific Child Development Center- Administrative Assistant

For Union Pacific Child Development Center (UPCDC) I perform numerous tasks daily. My focus was preparing daily deposits for the bank, making sure that all billing for clients was completed in a timely manner and that statements are printed off at the end of month and that all children files were current and up to date. I managed the business, computer, and communications functions of UPCDC. Organize and operate the Center's office systems, maintain confidentiality regarding UPCDC business and interact professionally with visitors, faculty, parents, and clients. Support the leadership and administrative team. Maintain positive relationships with parents, children, and co-workers. I also assist in the Human Resources by send and verifying background checks and checking references. Assisted in classroom when needed.

Mark Monroe
7711 Sunset Drive
Ralston, NE 68127
763-742-2683
mark600r@gmail.com

Attn: Mrs. Samantha Willey, Secretary, Board of Education

Subj: Application for vacant seat on Ralston School Board

I wish to apply for the vacant seat in the Ralston School Board. I bring to you my experience as a Business Owner, Foreman, Consultant, Diesel Mechanic, Assistant ScoutMaster and Parent. With the desire to help create the leaders of the future and the willingness to do my part to contribute to our community.

My wife and I have 3 children in the Ralston School district. Having been in the Ralston schools now for 9 years I feel there is a lot I can offer with my Scouting and Business background helping create processes for the kids' development. Another experience I bring to the table is my familiarity with Fundraising.

Lastly I wish to tell you about the goals I have for such a position if given the opportunity. I would like to help create a more moral and value based district. One that doesn't necessarily just follow along blindly. One that Parents and students are proud to say they attend. A district who holds its students to a higher expectation than most.

Thank you for your consideration,

Mark Monroe

A handwritten signature in black ink, appearing to read 'Mark Monroe', with a long horizontal line extending to the right.

Mark R Monroe

7711 Sunset Drive
Ralston, NE 68127

(763)742-2683
Email: Mark600R@gmail.com

- Objectives:**
- To fill vacant seat on Ralston School Board
 - The opportunity to develop & strengthen community.
 - To help lead the way in a growing Ralston Schools.
- Qualifications:**
- Wood Badge, Youth Protection, Chassis Dyno experience, A/C Certified and Class A License, DOT Certified
 - Engine certifications: DD, Series 60, Mercedes Benz 900 & 4000, Cummins ISX
 - Chassis certifications: Freightliner M2, Cascadia P3 & P4, Sterling, FCC
- Experience:**
- Elite Support, Warranty Claim Processing, Estimates, Billing, Employee Performance

August 2017
Present

Alpha Incriptions **Ralston, NE**
Owner

- Laser Engraving / Sublimation / Clothing / Vinyl Decals

July 2013
Present

Truck Center Companies **Omaha, NE**
Werner Onsite Tech (402) 592-2440

- cal / Basic Repairs / 5's / Head Up Ro's / Look up Warranty / Update Customers / Work Distribution
- Diagnostics / Engine Overhauls & repairs / Tune ups / Transmissions / Drivability
- Electrical / Brakes / Suspension / A/C / Exhaust / Annual Inspection

August 2010
March 2013

Boyer Trucks **Lauderdale, MN**
Journeyman Technician (651) 638-5800

- Maintenance / Services / MN DOT Inspections / A/C / Brakes / Suspension
- Engine & Drivability Diagnostics / Engine Overhaul / Road Test / Exhaust

December 2005 –
August 2010

I-State Truck Center **Blaine, MN**
Foreman (763) 785-6900

- Transmissions / Engine Overhaul / Differentials / Operates Chassis Dyno / APU Installs
- Inspections / Services / Electrical / Diagnostics / Road Tests / A/C / Annual Inspections
- Basic Repairs / Tune-ups / Clutches / Brakes / Exhaust / Safety Committee Participant

November 2004 –
December 2005

Commercial Truck and Trailer Repair **Roseville, MN**
Power Mechanic (651) 639-2281

- A and B Services / Inspections / A/C / Federal DOT Inspections / Electrical / Diagnostics
- Basic Repairs / Brakes / Exhaust / Trailer Work / Fabrication / Welding / Clutches
- Pick-ups and Deliveries / Service Calls / Parts Pick Up/ Light Engine Repairs

November 2003 –
May 2004

Tires Plus **Plymouth, MN**
Mechanic (763) 559-5000

- Alignments (Hunter 3D Aligner) / Mount and Balance Tires
- Intake Manifolds / Diagnostics / Water Pump / Radiator Replacements and Flushes
- Front-end Repair / Brakes / Suspension / Oil Changes / Tune ups

Volunteer Work

Scouts BSA

- Den Leader, Cub Master, Assistant Scoutmaster, Quartermaster, Order Of the Arrow

Education:
2004 – 2006

Hennepin Technical College **Brooklyn Park, MN**

- Medium / Heavy Truck Program / 3.5 GPA / AAS Degree

1999 – 2001

Osseo Senior High School **Osseo, MN**

- General Education / Diploma

Nina Monroe

7711 Sunset Drive
Ralston, NE 68127
763.742.2630
mrs.ninamonroe@gmail.com

18 January 2023

Ralston Public Schools
Office of the Superintendent
Attn: Mrs. Samantha Willey, Secretary, Board of Education
8545 Park Drive
Ralston, NE 68127

Dear Ms. Willey,

I am writing to express my interest in the Board Member position with Ralston Public Schools. I am eager to be a voice in the future of the education Ralston Public Schools provides to our community.

As a mother of three children I am proud that they attend Ralston Schools. My volunteer experience with youth in scouting and church programs has taught me many valuable lessons on adapting and overcoming challenges as they arise. My professional experience has allowed me to develop customer relations, streamline processes, lead and train others, oversee programs and be hands on with teaching and leading children.

With this opportunity I will work with other board members to create a shared vision for work, learning and maintaining strong ethical standards. The children of Ralston families are our ultimate focus.

Sincerely,

A handwritten signature in black ink that reads "Nina Monroe". The signature is written in a cursive style with a large, stylized "N" and "M".

Nina Monroe

Nina Monroe
7711 Sunset Drive Raiston NE 68127
mrs.ninamonroe@gmail.com 763-742-2630

Experience:

Chick-fil-A 76th and Dodge, NE Director of Catering: March 2020- Present

- Develop new business opportunities and facilitate return business to achieve revenue goals.
- Supervise food arrangement, transportation, setup and clean up to ensure successful catering events.
- Achieve sales goals and revenue targets through successful operation of catering events.
- Supervise and train of the catering staff on catering processes, daily tasks, and policies.
- Consulting with guests to determine their catering requirements and proposing catering options.

Lifegate Preschool Omaha, NE. Preschool Art Teacher: August 2019-May 2021

- Plan classes and appropriate assignments according to course requirements and age level.
- Provide activities for fine motor enrichment and classroom engagement.
- Explain various elements of art and introduce techniques and procedures for painting, sketching, and writing.
- Evaluate assignments - make observations and communicate needs with other teachers
- Foster an atmosphere conducive to the intellectual, social and emotional development of pupils.
- Immediately report suspicious or inappropriate behaviors or abuse relating to youth.

Lifegate Church Omaha, NE. Children's Special Events Coordinator: May 2015-September 2020

- Leading logistics planning for multi-departmental staff/locations--ensuring coverage and program continuity.
- Preparations for opening and closing duties of organizing, stocking, cleaning and storing classroom supplies.
- Ensure proper communication of needs of MOPs program to teachers, parents and church leaders.
- Involved in the leadership of training and coaching of other staff members promoting consistency of program.
- Leading of morning prayers; communicating requests and concerns through proper channels.
- Assisting children in activities, engagement, and keeping on track with lesson plan.
- Overseeing rules/guidelines for MOPs program staying current and communicating info to all team members/leaders.
- Immediately report suspicious or inappropriate behaviors or abuse relating to youth.

Life Time Fitness Omaha, NE. Kids Activities Supervisor: October 2015- March 2020

- Provide a safe, clean and organized child care area, monitor and interact with children; equipment, and surroundings.
- Engage children in interactive activities that include storytelling, organized arts & crafts, singing and games.
- Ensure other team members are also engaging children at all times.
- Assist with ensuring team members initiate, develop and maintain personalized relationships with parents.
- Promote and sell all children's programs, including birthday parties, parent's night out, and summer camp.
- Assist with managing and leading the Child Center programs and events within budgetary guidelines.
- Immediately report suspicious or inappropriate behaviors or abuse relating to youth.

**Volunteer
work:**

Lifegate Church Omaha, NE. 4,5,K Classroom Teacher: May 2015-Present

- Engage children in interactive activities that include storytelling, organized arts & crafts, singing and games.
- Preparations for opening and closing duties of organizing, stocking, cleaning and storing classroom supplies.
- Ensure proper communication of needs of the children to teachers, parents and church leaders.
- Lead children in activities, engagement, and keeping on track with lesson plan.
- Immediately report suspicious or inappropriate behaviors or abuse relating to youth.

Cub Scout Pack 83 Raiston, NE Den Leader: 2014-2021

- Plan and host Den meetings using Cub Scout Handbook; Plan activities to meet rank requirements.
- Use activities and learning to keep the boys engaged making things fun and reducing need to discipline.
- Attend Pack, Leadership, and District meetings: Assisting with planning and leading Pack activities.
- Up to date Leadership and position training, Youth protection trained, maintain two deep leadership at all times.

Cub Scout Pack 582 Rogers, MN Committee Chair: 2012-2013

- Plan Scout Pack calendar and program; organize events for the year; attend District meetings.
- Hold monthly committee meetings; maintain two deep leadership at all times; Youth protection trained.
- Proactively monitor the details of pack operations; track & maintain all leaders needed training.
- Responsible for all necessary paperwork including new membership enrollment, adult leadership enrollment, Boy's Life subscriptions and re-chartering.

Lauren Wood

5420 S 79th ST

402.609.8973

Shawnandlauren5420@gmail.com

When I moved to Ralston, I fell in love with the small town environment while maintaining the convenience of the city. In becoming better acquainted with our city I have had an increasing interest in becoming a contributing member of the Ralston Community. As I see many changes in society with each passing year, I feel it is important to focus on the education of Ralston's future. The children are our future.

Parents and students need to have confidence that the school board is ensuring the needs of the community are being met. It is imperative that we maintain the safety and security of our students while providing high quality education. My goals as a member of the board will be to add insight to our vision of academic achievement. I would like to ensure we utilize project funds appropriately and efficiently. Promoting civic pride and a sense of unity in our wonderfully diverse environment.

As a Business Development Manager for a global hotel chain I am accustomed to working with a diverse set of clientele, managing finances, maintaining a passion for developing potential and solving unique problems. As a parent of a student in the district I can see firsthand what the district will need to succeed, from a parent's point of view, the student's point of view, and the business point of view.

As an account manager, member of the Ralston community, fiancé and mother to one very chipper first grader at Wildewood Elementary School, I believe that I would make a valuable addition to the Ralston School Board. Other candidates may have more qualifications, but I feel I bring a unique skillset and point of view. I look forward to working harmoniously with the board members and the community to ensure the continued safety and security of the children of Ralston.

Lauren N. Wood

5420 S 79th ST Ralston NE, 68127
ShawnandLauren5420@gmail.com
(402) 609-8973

Objective:

To obtain a position that both utilizes my skill set and invites me to be a contributing member of a positive work environment.

Key Qualifications:

- * Interacting effectively with a variety of personalities
- * Providing quality performance while working with clients and colleagues.
- * Maintaining a clean and organized work area.
- * Taking pride in excellent attendance and having a positive attitude.

Experience:

Hyatt Corporation

150 N Riverside Plaza Chicago, IL 60606

2021-Current - Transient Business Development Manager

Maintain the tasks listed below

Manage the accounts I have prospected

Manage and reestablish a healthy relationship with accounts that have fallen out of the Directors care

Some travel required

2019-2021 - Global Sales Specialist

Prospect for accounts with potential for high production on a global scale.

Locate contacts and establish relationships for the corporate sales team

Responsible for the organization of my data

2018-2019 - Guest Services Representative

Assist guest with their Hyatt needs via telephone.

Outback Steakhouse

7605 Cass St, Omaha NE 68114 (402)392-2212

2017- 2018 - Server

Always ensure guests are greeted promptly with a warm and welcoming smile.

Take all orders accurately ensuring all details are covered and entered correctly.

Ensure all unnecessary dishes are removed from the table in a timely manner.

Deliver courses accordingly.

Clean tables after guests have finished their meals and vacated.

Various closing tasks to ensure cleanliness of work stations.

Joe's Crab Shack

701 N 102nd St Omaha, NE

-Closed-

2017 - Waitress

Greet guests with a warm and welcoming smile.

Take orders ensuring all details are covered and correct.

Take food to tables while ensuring all unnecessary dishes are removed.

Clean tables after guests have finished their meal and left.

Put dishes away.

Various cleaning tasks

Comfort Inn

2920 S. 13th Ct Omaha, NE 68108

(402) 342-8000

2014 – 2015 *Guest Services Agent*

Manage the front desk and ensure the hotel is running smoothly.

Greet all who enter the hotel with a positive attitude and a smile.

Check guests in/out of rooms and fulfill guest requests.

Handle multi line phones, cash, and file paperwork.

Omaha Steaks

11030 O St, Omaha, NE 68137

(402) 597-8106

2013 - 2015- *Inbound Sales Representative*

Place orders taken on the phone with up sales.

Goals set to have personal percentages about the department average.

Ensure the customer's satisfaction.

Education:

2008 - 2010 Metropolitan Community College, General Studies.

OATH OF OFFICE

I.....,do solemnly swear that I will support the Constitution of the United States, the Constitution and the laws of the State of Nebraska, against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely and without mental reservation or for purpose of evasion; and that I will faithfully and impartially perform the duties of the office of member of the board of education, according to law, and to the best of my ability. And I do further swear that I do not advocate, nor am I a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence; and that during such time as I am in the position I will not advocate nor become a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence. So help me God.

January 17, 2023

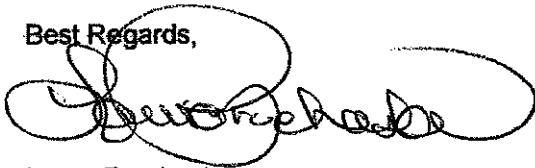
Dr. Mark Adler
8545 Park Drive
Ralston, Nebraska 68127

Dear Dr. Adler:

I am submitting my letter of resignation from Ralston Public Schools at the end of this school year to pursue my continued career in education. I appreciate the time at Ralston High School over the past eight years in both the science department at the high school and in the CTE department as a Health Sciences teacher. I have been given many opportunities to grow professionally and for that I am thankful.

Over this spring semester I will help in any capacity that I can to make this a smooth and positive transition for the Medical Academy program and for the dual credit science courses at the high school. Thank you again for these past years as an educator in your school district.

Best Regards,

A handwritten signature in black ink, appearing to read 'Laura Prochaska', written in a cursive style with large loops.

Laura Prochaska
416 S. 185th Street
Elkhorn, NE 68022

Halley Relihan
4230 Emmet St
Omaha, NE 68111
(307) 399-1001
bond.halleyr@gmail.com

January 13, 2023

Dr. Adler and Mr. Mather,

It is with mixed emotions that I submit this letter of resignation from my position as the 2nd Grade teacher at Karen Western Elementary, effective at the conclusion of the 2022-2023 contract year.

I have loved my time in Ralston, the relationships I have made, and most of all, the students I have impacted and who have impacted me along the way. However, I am choosing to pursue another dream that I have always thought about- staying at home with my new baby.

Thank you for the positive support and leadership you have provided during my time with the district. I wish you, along with the rest of the staff, all of the best!

Sincerely,

Halley Relihan

January 10, 2023

Dear Dr. Adler and Dr. Pivonka,

I am writing to inform you of my resignation from Ralston Public Schools at the conclusion of the 2022-2023 school year. Ralston Public Schools has been my second home for the last two years and has been a wonderful district to begin my career in, however life is changing and I have made the decision to relocate to southeast Nebraska in the summer of 2023.

While employed as the Ag teacher at Ralston High School and Ralston Middle School, I have had the honor of building both the Agriculture program and the FFA chapter. I will truly miss the students and staff that I have been blessed to work with over the last two school years. I intend on continuing to give my best to the district and the students until my final day of instruction in May. In addition, I would be glad to be as of much assistance as needed in the hiring and transition process for the next Ag teacher.

I thank you and the board for giving me the opportunity to learn and grow as an educator in this district. The opportunities that you have provided will allow me to continue to excel in this field. I am truly proud to be a Ralston Ram!

Sincerely,

Helena Johnson
Agriculture Teacher

Megan Bunch
241 DeLong Avenue
Council Bluffs, IA 51503
(712)310-8518
Meggyrose1@gmail.com

January 9th, 2023

Ralston Public Schools
Karen Western Elementary School
6224 H. St.
Omaha, NE 68117

Dear Human Resources,

This letter represents my official notice of resignation from my position as K-6 Resource Teacher at Karen Western Elementary with the Ralston Public School District on the 25 of May 2023.

It has been with great pleasure to teach alongside the educators at Karen Western, and I will always appreciate the experience, knowledge, and friendships I gained during my time here.

Please let me know if you have questions for me or if there is anything I can do to support in transferring my responsibilities, and any other information that might be helpful through this transition.

Sincerely,

A handwritten signature in cursive script that reads "Megan Bunch". The signature is written in black ink and is positioned below the word "Sincerely,".

Megan Bunch

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

Monday, January 9, 2023

The Ralston Public Schools Board of Education met in open, public session on January 9, 2023. The meeting took place 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

Superintendent, Dr. Mark Adler called the meeting to order at 6:00 pm.

Oath of Office

The meeting began with Dr. Adler administering the Oath of Office to each member of the Ralston Public Schools Board of Education.

Board of Education Reorganization

The Ralston Board of Education conducted a reorganization to elect officers for the 2023 year. Below are the results of the reorganization.

- **President:** The nomination of Mrs. Robin Richards for President was passed with a motion by Ms. Mary Roarty and seconded by Mrs. Liz Kumru.

| | |
|----------------|---------|
| Mrs. Hough: | Yes |
| Mrs. Richards: | Abstain |
| Mrs. Willey: | Yes |
| Ms. Roarty: | Yes |
| Mrs. Kumru: | Yes |

- **Vice-President:** The nomination of Mrs. Liz Kumru for Vice-President was passed with a motion by Mrs. Robin Richards and seconded by Mrs. Samantha Willey.

| | |
|----------------|---------|
| Mrs. Kumru: | Abstain |
| Ms. Roarty: | Yes |
| Mrs. Willey: | Yes |
| Mrs. Richards: | Yes |
| Mrs. Hough: | Yes |

- **Secretary:** The nomination of Mrs. Samantha Willey for Secretary was passed with a motion by Mrs. Liz Kumru and seconded by Ms. Mary Roarty.

| | |
|----------------|---------|
| Mrs. Richards: | Yes |
| Mrs. Hough: | Yes |
| Mrs. Willey: | Abstain |
| Mrs. Kumru: | Yes |
| Ms. Roarty: | Yes |

• **Treasurer:** The nomination of Ms. Mary Roarty for Treasurer was passed with a motion by Mrs. Samantha Willey and seconded by Ms. Liz Kumru.

Mrs. Willey: Yes
Mrs. Richards: Yes
Ms. Roarty: Abstain
Mrs. Kumru: Yes
Mrs. Hough: Yes

Roll Call

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

Consent Agenda

Consent agenda items include minutes from December 12th, December 21st, January 4th and January 5th; December Financial Reports, December bills in the amount of \$484,094.91 for the General Fund, and \$292,711.11 for the Special Building Fund. Prior to the meeting, Mrs. Samantha Willey and Ms. Mary Roarty reviewed the bills. Local Substitute certificates for Ashley Robinson and Andile Mahlangeni-Byndon.

Recommend the following teacher resignations be accepted:

Dan Boster - RHS - Instructional Coach and English Language Arts

Steve Schrad - RMS - Asst. Principal

Mike Smith - RHS - Asst. Principal and Athletic Director

Steve Lemke - RMS & RHS - Industrial Technology

Kiley Thalken - KW - Intensive Language Preschool

Justine Griess - WW - Kindergarten

Motion to approve consent agenda made by Ms. Mary Rotary and seconded by Mrs. Liz Kumru.

Ms. Roarty: Yes
Mrs. Richards: Yes
Mrs. Kumru: Yes
Mrs. Hough: Yes
Mrs. Willey: Yes

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Each Board member stated they were thankful for all the hard work everyone contributed during the recent Superintendent Search process. The Board shared their appreciation to teachers, students, staff, and the community for providing necessary feedback to help determine who would lead the District following the resignation of Dr. Mark Adler.

Mrs. Kumru commented on RHS senior Kendall Nothhorn, who put the finishing touches on her Girl Scout Gold Award project and donated \$2,500 to the school's R-Pantry to help buy school supplies for future students. Mrs. Kumru also congratulated Meadow's first graders for their extra efforts during the competitive reading challenge.

The Board also celebrated the students at Mockingbird Elementary for putting efforts toward recycling. They shared their appreciation for the teachers at Seymour who provided a pancake breakfast for their students. Lastly, the Board wanted to thank the counselors for their extra work in determining class schedules for students.

Superintendent Evaluation for Dr. Mark Adler

Dr. Adler described the process and results of his recent superintendent evaluation. The Nebraska Association of School Boards (NASB) assisted with the evaluation. The process included Dr. Adler submitting his self-evaluation, and each board member completing a confidential evaluation to be submitted to NASB electronically. The NASB staff compiled the data and provided a final summary to the Board. Members were able to review the summary and provide feedback during the regular meeting and in Executive Session.

Board of Education Vacancy Appointment

The Board discussed the process to fill the vacancy due to the resignation of former member Mr. Merv Riepe. A letter was submitted to the Douglas County Election Commission informing them of the vacancy.

RPS created a timeline allowing interested candidates to submit their letter of interest and resume by January 19th. The Board will review the applications and appoint a new person at the January 23rd Board meeting.

District Bond Project Update

Dr. Adler and Mr. Buckingham provided an update on the progress of the Future Ready Ralston Bond Initiative. Highlights included:

January 9, 2023

- Footings poured at BA/SB field complex
- Boxes delivered for packing at Meadows
- Camera installation Invitation to Bid is open
- KCAV toured KW for classroom tech. Bid
- HVAC Controls walkthrough at RMS and KW
- HVAC Controls installation began 12/28
- RHS Controls walkthrough
- WW pre-bid walkthrough
- Asbestos removal bids received Meadows
- KCAV to present to cabinet

December 12, 2022

- Building pad has been compacted and passed engineering standards for BA/SB fields
- Page turn meeting for WW

- Concrete poured at MB, 1/2 of slab for academic wing has been completed
- Flooring slab for lower level to be poured week of 12/19
- WW walkthrough complete for doors and hardware
- Meadows staff toured WCC
- Contacted moving company for Meadows move
- KW walkthrough w/ electrical engineer
- Bid recommendation for Meadows classroom tech.

Government Relations Update

The RPS District lobbyist, Mr. Joe Kohout of Kissel, Kohout, ES Associates LLC, provided information on the upcoming legislative session. He stated leadership elections were held on Wednesday, January 4th, for the 2023 session. He provided information regarding the Education, Retirement, and Revenue committees.

Public hearings will not commence until Monday, January 23rd. Mr. Kohout and his staff will continue to keep members of the District legislative committee up-to-date during their weekly calls.

NASB Update

Mrs. Liz Kumru shared upcoming NASB events including the Legislative Issues Conference, Budget and Finance Workshops, and the National NSBA Conference in Orlando.

Enrollment Update

Enrollment for the 2023-2024 academic year is now open.

STANDARDS BASED SCHOOL IMPROVEMENT

Madyson Rueth Early Graduation Request

Ms. Mary Rotary moved to approve the two-semester early graduation request for Madyson Rueth upon successful completion of all graduation requirements. Mrs. Liz Kumru seconded the motion.

| | |
|----------------|-----|
| Mrs. Kumru: | Yes |
| Ms. Rotary: | Yes |
| Mrs. Hough: | Yes |
| Mrs. Willey: | Yes |
| Mrs. Richards: | Yes |

Policy 6005 – Academic Credits and Graduation Requirements

Motion to approve Policy 6005 Academic Credits and Graduation Requirements as presented was made by Ms. Mary Rotary and seconded by Mrs. Liz Kumru.

| | |
|----------------|-----|
| Mrs. Hough: | Yes |
| Mrs. Willey: | Yes |
| Mrs. Richards: | Yes |
| Ms. Rotary: | Yes |
| Mrs. Kumru: | Yes |

District Service Providers

The Board reviews the list of District service providers each January. The Board approved the District Service Provider list as presented with a motion by Mrs. Liz Kumru and seconded by Mrs. Samantha Willey.

| | |
|----------------|-----|
| Ms. Roarty: | Yes |
| Mrs. Hough | Yes |
| Mrs. Kumru: | Yes |
| Mrs. Richards: | Yes |
| Mrs. Willey: | Yes |

Superintendent Contract

Motion to approve the Superintendent Contract for Mr. Jason Buckingham as presented passed with a motion made by Ms. Mary Roarty and seconded by Mrs. Liz Kumru.

| | |
|----------------|-----|
| Mrs. Kumru: | Yes |
| Mrs. Willey: | Yes |
| Mrs. Richards: | Yes |
| Mrs. Hough: | Yes |
| Ms. Roarty: | Yes |

POLICY REVIEW

No policies were reviewed.

EXECUTIVE SESSION

The Board voted to move into Executive Session at 7:26 pm to discuss contract negotiations and the superintendent evaluation. Motion made by Mrs. Liz Kumru and seconded by Mrs. Samantha Willey.

| | |
|----------------|-----|
| Mrs. Hough: | Yes |
| Mrs. Richards: | Yes |
| Ms. Roarty: | Yes |
| Mrs. Kumru: | Yes |
| Mrs. Willey: | Yes |

Adjournment

The Board adjourned at 8:55 pm with a motion made by Mrs. Liz Kumru and a second by Ms. Mary Roarty.

| | |
|----------------|-----|
| Mrs. Willey: | Yes |
| Mrs. Kumru: | Yes |
| Mrs. Hough: | Yes |
| Ms. Roarty: | Yes |
| Mrs. Richards: | Yes |

The next regular meeting is scheduled for January 23, 2023 at 6:00 pm.

Mrs. Robin Richards, President

Mrs. Samantha Willey, Secretary

January 1, 2023

Ralston Public Schools
8545 Park Drive
Ralston, NE 68127

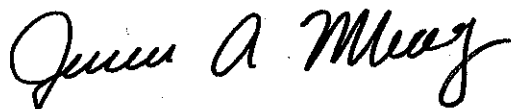
Ralston Public Schools Administration,

I am writing this letter to submit my resignation as a sixth grade teacher at Meadows Elementary School, effective at the end of the 2022-2023 school year. Due to the current climate of education, I have decided that I need to step away and pursue other opportunities.

Please know that this is not an easy decision to make, as Meadows is an extremely special place. It is difficult to put into words how grateful I am for my nine years teaching here. I have been so fortunate to work with some of the most dedicated and incredible teachers that I have ever had the pleasure of knowing and I appreciate all of the opportunities and knowledge that Meadows and Ralston have provided to me. Lisa Schroeder and the rest of the Meadows staff have helped shape me into a better educator, and more importantly, a better person.

Thank you to the faculty and staff at Meadows Elementary, and all of Ralston Public Schools, for all your support and guidance the past nine years. Please let me know how I can be of help during the transition process. I wish the district all the best in the years to come.

Sincerely,

A handwritten signature in black ink that reads "Jessica A. Mrsny". The signature is written in a cursive, flowing style.

Jessica Mrsny
Sixth Grade Teacher
Meadows Elementary School

January 23rd, 2023

Dear Dr. Adler and Mr. Parizek,

With a heavy heart, I am writing to inform you of my resignation from Ralston Public Schools as of February 3rd, 2023. Once I came to Ralston and made it my home, I never imagined leaving. However, after having been presented with an opportunity I cannot pass up, I have had to make this life changing decision.

Working with Mr. Parizek and the other middle school staff have provided me with experiences beyond what I could ever have imagined. These opportunities will help me as I transition into the next chapter of my career. The culture of the building and people make "work" enjoyable and I would look forward to coming to work daily. Mr. Parizek is an absolutely amazing administrator and I do not hesitate telling anyone about the Ralston pride he exudes and inspires others to push themselves.

Another role within the district, I have held and will resign from, is girl's basketball coach at the middle and high school. It has been astonishing to see the progress the teams have made over the last few years and they can only go up from here. The student athletes have given me perspective on taking coaching aspects into my future career opportunities; I am grateful for the opportunities as a coach.

I'd like to thank everyone for giving me this opportunity to work in the best school district in Nebraska, with amazing colleagues (and lifelong friends), my resilient athletes, and fantastic students whom I love dearly.

Sincerely,



Kristena Chlopek
8th Grade Science



Ralston Middle School

Home of the Rams!!!

Vision

*Using the power of positive relationships,
the community of Ralston Middle School will work
to foster life-long responsibility and resilience in all students.*

Guiding Mantra

Responsibility. Resiliency. Relationships.

Collective Commitments

*Approach each day with a **positive** attitude.*

*Show **flexibility**.*

***Communicate** clearly, honestly, and openly.*

*Be **committed** to making yourself and others better.*

*Practice **patience** and **empathy**.*

*Be **engaged** in your learning.*

***Collaborate** as a team.*

*Respond to adversity with **resilience**.*



Goal #1 - To promote the five core social emotional learning competencies: self-awareness, self-management, responsible decision-making, relationship skills, social awareness

Strategy: Implement explicit instruction focused on social emotional learning

Data:

- Student Information Management System (SIMS) behavior reports
- HumanEX staff survey and student survey
- Positive Behavioral Interventions and Supports (PBIS) student connectedness survey
- Social, Academic and Emotional Behavior Risk Screener (SAEBRS) with FastBridge

| Action Step(s) | Timeline | | Responsible Parties |
|--|----------|------|---------------------------------|
| Explore social emotional learning (SEL) curriculum | 2019 | 2020 | RPS / RMS SEL Committee |
| Implement SEL (Choose Love - https://chooselovemovement.org/curriculum-downloads/) curriculum | 2020 | 2024 | Health Department and All Staff |
| Implement SEL (Be Good People - https://sites.google.com/scred.k12.mn.us/scredsel/educators/be-good-people-curriculum/6-8-core-edition) curriculum | 2022 | 2024 | All Staff |
| Implement daily Advisement structure to help support SEL curriculum | 2021 | 2024 | All Staff |
| Analyze and adjust current Behavior Intervention plans based off trends from the PBiS Student Connection survey and other SEL survey results | 2019 | 2024 | All Staff |
| Develop Tier 2 (Advisement) and Tier 3 (Identifications and Implementation for targeted group) supports within MTSS (Multi-Tiered Systems of Support)-SEL framework | 2019 | 2024 | All Staff |

| | | | |
|--|--|------|----------------------------|
| Identify data points through SIMS/ NebSIS to determine where intervention is needed | 2019 | 2024 | All Staff |
| Use team collaboration to incorporate Guiding Mantra into every day practice and student recognition. | 2019 | 2024 | All Staff |
| Develop a new student mentoring system to help transition students into the building | 2021 | 2024 | All Staff |
| Review and adjust student use technology expectations as it connects to 1 to 1 learning | 2021 | 2024 | All Staff |
| <p>Goal #2 - To improve academic achievement as measured by the FastBridge Assessment in both Reading and Math:</p> <ul style="list-style-type: none"> 65% of students will perform at the low risk or advanced level 50% of students in each tier will achieve their growth goal | | | |
| <p>Strategy: Implement a professional learning community framework that supports student learning</p> | <p>Data: Winter 2022</p> <ul style="list-style-type: none"> READING Benchmark/Norm: 49% / 61% MATH Benchmark/Norm: 51% / 60% READING Growth by Tier <ul style="list-style-type: none"> High Risk: 21% Some Risk: 15% Low Risk: 29% Advanced: 35% Math Growth by Tier <ul style="list-style-type: none"> High Risk: 15% Some Risk: 25% Low Risk: 35% Advanced: 25% | | |
| Action Step(s) | Timeline | | Responsible Parties |

| | | | |
|--|------|------|-----------|
| <i>Develop a shared vision, guiding mantra and collective commitments.</i> | 2019 | 2020 | All Staff |
| <i>Use team collaboration to incorporate Guiding Mantra into units of study.</i> | 2020 | 2024 | All Staff |
| <i>Identify and unpack priority standards within each content area.</i> | 2019 | 2024 | All Staff |
| <i>Utilize professional learning community collaborative team meetings to review student assessment data and identify curricular resources to best meet the needs of students.</i> | 2019 | 2024 | All Staff |
| <i>Adjust the bell schedule to help support grade level standard mastery utilizing WIN time schedule.</i> | 2019 | 2024 | All Staff |
| <i>Staff will strategically use WIN time for focused interventions and enrichments.</i> | 2019 | 2024 | All Staff |
| <i>Provide staff development to promote a healthy professional learning community within the building.</i> | 2019 | 2024 | All Staff |
| <i>Provide continuous professional development for all staff in terms of best practices with the use of technology in a 1-to-1 building to improve student learning.</i> | 2020 | 2024 | All Staff |
| <i>Provide continuous professional development for all staff to use common strategies and language with inquiry-based learning within all classrooms.</i> | 2020 | 2024 | All Staff |
| <i>Provide common plan times for grade-level content teachers.</i> | 2019 | 2024 | All Staff |
| <i>New staff will have building and district mentors to help provide support.</i> | 2019 | 2024 | New Staff |
| <i>Provide staff opportunities to understand and analyze FastBridge reporting and data to determine enrichment or intervention needs.</i> | 2019 | 2024 | All Staff |
| <i>All students will connect academic goals to FastBridge goals.</i> | 2019 | 2024 | All Staff |

| | | | |
|---|-------------|-------------|------------------|
| <i>Develop opportunities for subgroups (i.e. EL, HAL, SPED) to meet their goals.</i> | <i>2019</i> | <i>2024</i> | <i>All Staff</i> |
| <i>Develop targeted classes for subgroups (i.e. EL, HAL, SPED) to meet their goals.</i> | <i>2019</i> | <i>2024</i> | <i>All Staff</i> |



COURAGE + GRATITUDE + FORGIVENESS + COMPASSION IN-ACTION = THE CHOOSE LOVE FORMULA

choose love™
movement

FORGIVENESS is a gift you give to yourself and others.

It's a new year! Practice letting go of anger, sadness or resentment toward yourself or others. You don't have to forget or excuse how you feel but you can cut the cord that attaches you to pain. Let it go!

JANUARY 2023

SUN

MON

TUES

WED

THUR

FRI

SAT

| | | | | | | |
|---|---|--|--|--|--|---|
| <p>1 <i>Happy New Year</i></p> | <p>2 Make a list of some things you want to do this year.</p> | <p>3 Make a list of what you are grateful for. </p> | <p>4 What do you need to forgive yourself for?</p> | <p>5 Be thoughtful of others and do an act of kindness. </p> | <p>6 Forgiveness Friday. Draw a picture of yourself cutting the cord to anger and hurt. </p> | <p>7 Be kind to yourself. </p> |
| <p>8 What are 3 things that make you feel good? </p> | <p>9 Take a forgiveness breath. </p> | <p>10 Talk to someone about an angry or sad feeling that you have.</p> | <p>11 Write an apology note to someone. </p> | <p>12 Don't worry, be happy.</p> | <p>13  It's Rubber Ducky Day! Brighten someone's day with a cute rubber duck!</p> | <p>14 <i>Have a lot of fun</i></p> |
| <p>15 You have been working hard. Take a craft break. Make a fun snowflake.</p> | <p>16 Martin Luther King Jr. Day. "Forgiveness is not an occasional act, it is a constant attitude." –Martin Luther King Jr.</p> | <p>17 Can you name benefits of practicing forgiveness?</p> | <p>18 It's Winnie-The-Pooh Day! Read "Forgive and Forget" and learn how Rabbit forgives.</p> | <p>19 How will you choose love today? </p> | <p>20 Forgiveness Friday. Write a poem about forgiveness. What does forgiveness look like, sound like or feel like?</p> | <p>21 Share your forgiveness poem with someone special.</p> |
| <p>22 There are many ways to say 'sorry'; in Hawaiian it is E Kala Mai la'u. </p> | <p>23 Write kind messages on sticky notes and leave them for others to find! </p> | <p>24 Think of a mistake you made. What can you do to forgive yourself?</p> | <p>25 Make a 'Forgive and then Forgive S'More' craft. </p> | <p>26 Did you feel angry today? Think of how you can forgive yourself for having negative feelings.</p> | <p>27 Forgiveness Friday. Imagine forgiveness is like putting down a heavy weight. Draw a picture of what that feels like to you.</p> | <p>28 Take a mindful minute. </p> |
| <p>29 Smile and share happiness with someone!</p> | <p>30 Change an angry thought into a loving one.</p> | <p>31 Listen to the whimsical "Uncle Albert" by Paul McCartney. It's about saying sorry. </p> |  |  |  |  |

"Forgiveness is not weak. It takes courage to face and overcome powerful emotions." –Desmond Tutu

Statistics

| Scheduled Sessions: | | Session Date: | Session Auto Enroll: | | Approved Student Requests: | | Enrollment: | | Capacity: | |
|--|----|---------------|----------------------|----|---------------------------------|------------|---------------------------------------|-----|---|-----|
| Open: <small>(Study Halls: 1)</small> | 29 | 01/11/2023 | ON: | 19 | Locked Approved: | 168 | Students to Enroll: | 459 | Locked: | 301 |
| Locked for All: | 5 | Open | OFF: | 19 | Unlocked Approved: | 165 | Enrollments | 459 | Unlocked: <small>(Study Halls: 20)</small> | 336 |
| Locked for Group: | 4 | | | | | | Teacher Requested Student | 93 | Total Capacity: | 637 |
| Locked for Global Group: | 0 | | | | Total Approved Requests: | 333 | Student Requested Teacher (approved) | 240 | | |
| Total Sessions: | 38 | | | | | | Automatic Enrollment Study Hall | 2 | | |
| | | | | | | | Automatic Enrollment Assigned Teacher | 119 | | |
| | | | | | | | Automatic Enrollment Any Teacher | 5 | | |

Enrollment has been completed



☰ Priority Schedule:





| | | | |
|---|-------------------------------------|---|-------------------------------------|
| 01/11 | 01/12 | 01/18 | 01/19 |
| Primary: ENGLISH/ LANGUAGE ARTS Secondary: SCIENCE | Primary: MATH SOCIAL STUDIES | Primary: ENGLISH/ LANGUAGE ARTS Secondary: SCIENCE | Primary: MATH SOCIAL STUDIES |

☰ Scheduled Sessions **Date: 01/11/2023 | Period 0 | BLDG: 260 | SY: 2022 - 2023**

Search:

| Teacher | Room # (Name) | Session Name | Status | Priority | Auto Enroll | Enrolled | Cap |
|---------------------------|---------------|---|---------------|-----------|-------------|---------------------------------------|-----|
| ABBY SCHUKEI | B123 (B123) | SCHUKEI-ART CLASS WORK TIME This is for students in art class only (7th & 8th grade) who would like extra time to come and work on their project. | Open | none | OFF | 9 (click to view) | 15 |
| AIMEE SUPANCHICK | A202 (A202) | SUPANCHICK - MATH HOMEWORK HELP | Open | none | ON | 14 (click to view) | 15 |
| ALEC WILLIAMS | D124 (D124) | IDIOM MATCHING GAME Matching up bizarre idioms with their meanings. | Open | none | ON | 13 (click to view) | 15 |
| ALICIA GEORGE | A216 (A216) | GEORGE - SAT Goal Setting, Planners, Check-outs | Teacher Group | none | OFF | 4 (click to view) | 15 |
| ANDREA LOPEZ | D116 (D116) | LOPEZ - UNO TOURNAMENT Play against each other for the ultimate UNO winner | Open | none | ON | 17 (click to view) | 17 |
| ANDREW PETERS | B147 (B147) | PETERS' PRACTICE PAVILION Individual & Small Group Practice Time | Open | none | OFF | 19 (click to view) | 20 |
| ANNE HEIMANN | A127 (A127) | HEIMANN-SUPPORT Extra Support & Study Hall | Open | none | ON | 9 (click to view) | 10 |
| BRENNA BARNA | A219 (A219) | MRS. BARNA ENGLISH PRACTICE | All | primary | OFF | 5 (click to view) | 10 |
| CHARLES PETROSIK | C115 (C115) | PETROSIK- FUN WITH FIGURATIVE LANGUAGE Come play games to figure out figurative language | Open | none | ON | 10 (click to view) | 25 |
| CHRISTINE REDEMSKE | D116 (D116) | FLL ROBOTICS | All | secondary | OFF | 4 (click to view) | 8 |
| COLIN BRITTAN | D105 (D105) | SCIENCE HW RECOVERY ROOM | Open | none | ON | 13 (click to view) | 20 |

| Teacher | Room # (Name) | Session Name | Status | Priority | Auto Enroll | Enrolled | Cap |
|---------------------------|---------------|---|---|----------|-------------|---------------------------------------|-----|
| DANAE CHARLESWORTH | D101 (D101) | CHARLESWORTH ~ SUMMING IT UP! Creating a fiction summary: SWBST | Open | primary | ON | 14 (click to view) | 15 |
| DAWN CAMPBELL | A226 (A226) | STUDY HALL | Open | none | OFF | 4 (click to view) | 15 |
| DONNA HENELY | A215 (A215) | HENELY HELP WIN TIME/ HOLLANDERS CARD GAME | Open | none | OFF | 11 (click to view) | 12 |
| ERICA ZIEMER | C127 (C127) | CALM COLORING | Open | none | OFF | 13 (click to view) | 15 |
| GINNY MOSSMAN | C121 (C121) | GIRL'S LEADERSHIP GROUP This is a closed group |  All | none | OFF | 5 (click to view) | 7 |
| HADASSAH SCHMITT | LEC (LEC) | DISCOVERING COURAGE - WORD UP ACTIVITY Students will start exploring what courage is and how to practice courage in their lives. | Open | none | ON | 25 (click to view) | 25 |
| JACALYN GROESSER | C116 (C116) | DESIGN YOUR FAMILY TREE Learn about your family and use your artistic skills to design a Family Tree | Open | none | ON | 12 (click to view) | 20 |
| JAMIE GAMBLE | B149 (B149) | GAMBLE-WIN TIME |  All | none | OFF | 5 (click to view) | 20 |
| JASMINE BLECHA | B22 (B22) | BLECHA - SEWING Help Mrs. Blecha finish leftover projects from last semester | Open | none | OFF | 8 (click to view) | 15 |
| JONATHAN TAYLOR | A204 (A204) | TAYLOR - WIN - REVIEW GAME AND HOMEWORK HELP | Open | none | ON | 14 (click to view) | 14 |
| KAITLYN DRAKE | A218 (A218) | DRAKE - TEST MAKE-UP Those who missed the test prior to break | Open | primary | OFF | 6 (click to view) | 15 |
| KELLY MADISON | C113 (C113) | MADISON-IEP SPEECH SERVICES |  All | primary | OFF | 1 (click to view) | 10 |
| KILEY COMPTON | C128 (C128) | COMPTON- DUNGEONS AND DRAGONS 101 An introduction to Dungeons and Dragons and how to play. | Open | none | OFF | 16 (click to view) | 16 |
| KORY WHITE | A224 (A224) | READING CORNER All who would like to have a quiet place to read. | Open | none | ON | 14 (click to view) | 15 |

| Teacher | Room # (Name) | Session Name | Status | Priority | Auto Enroll | Enrolled | Cap |
|--------------------|---------------|---|--|-----------|-------------|---------------------------------------|-----|
| KRISTENA CHLOPEK | A221 (A221) | LIGHT WAVES TEST MAKE UP | Open | none | OFF | 5 (click to view) | 25 |
| KYLE LETAK | C117 (C117) | LETAK- WIN TRIVIA GAMES | Open | none | ON | 13 (click to view) | 15 |
| LYNN BEHOUNEK | LIB (LIB) | NHD WORK TIME |  Teacher Group | none | OFF | 10 (click to view) | 11 |
| MARA OGG | D125 (D125) | OGG - HOMEWORK HELP Homework Help | Open | none | ON | 13 (click to view) | 15 |
| RACHEL FLEISCHMANN | C125 (C125) | SCAVENGER HUNT STEM CHALLENGE! **Students will complete a scavenger hunt in order to gather materials for a STEM challenge!!! | Open | none | ON | 21 (click to view) | 24 |
| RYAN OETKEN | A203 (A203) | OETKEN- WEEKLY IXL SKILL HELP/HOMEWORK RECOVERY | Open | none | ON | 14 (click to view) | 15 |
| STEVE LEMKE | B15 (B15) | WOODEN PEN, CLOCK, OR LOCK Student who passed 8th grade 1st semester STS can sign up for this session in order to build a Clock, Pen, or Lock. | Open | secondary | OFF | 3 (click to view) | 15 |
| SUE PETERSEN | C123 (C123) | DHH WIN WIN time Social Skills |  Teacher Group | none | OFF | 5 (click to view) | 7 |
| TIM REISCHL | A205 (A205) | REISCHL / ACADEMIC STUDY HALL |  Study Hall | none | ON | 20 (click to view) | 20 |
| TRACY WALLERSTEDT | UGYM (UGYM) | WALLERSTEDT- BASKETBALL 7TH GRADE | Open | none | ON | 21 (click to view) | 21 |
| TYLER ZAHN | LGYM (LGYM) | WEIGHT TRAINING Weights | Open | none | ON | 20 (click to view) | 20 |
| VINCENT HARVEY | B146 (B146) | SHOW CHOIR COMPETITION SZN |  Teacher Group | none | OFF | 35 (click to view) | 50 |
| WES KOSCH | C132 (C132) | KOSCH- WIN TIME Study hall | Open | none | ON | 14 (click to view) | 15 |

| | | Fall 2022 | Winter 2022 | Fall 2022 | Winter 2022 | Fall 2022 | Winter 2022 | Fall 2022 | Winter 2022 | Fall 2022 | Winter 2022 |
|---------------------|---------------------|---------------------------|---------------------------|---------------------|---------------------|-------------|-------------|-------------|-------------|------------------------|------------------------|
| | | earlyReading/ aReading | earlyReading/ aReading | earlyMath/ aMath | earlyMath/ aMath | CBM-Reading | CBM-Reading | AUTOreading | AUTOreading | AUTO Math (L2 & L3) | AUTO Math (L2 & L3) |
| | | Grades K-8 | Grades K-8 | Grades K-8 | Grades K-8 | Grades 2-3 | Grades 2-3 | Grades 4-8 | Grades 4-8 | Grades 2-8 | Grades 2-8 |
| District | Advanced & Low Risk | 46% | 45% | 49% | 49% | 35% | 34% | 14% | 48% | 53% | 44% |
| | Some Risk | 29% | 29% | 30% | 31% | 27% | 29% | 39% | 32% | 26% | 26% |
| | High Risk | 25% | 27% | 21% | 20% | 38% | 37% | 46% | 20% | 21% | 30% |
| Kindergarten | Low Risk | 43% | 39% | 51% | 50% | | | | | | |
| | Some Risk | 34% | 29% | 26% | 25% | | | | | | |
| | High Risk | 23% | 32% | 23% | 25% | | | | | | |
| First | Low Risk | 31% | 31% | 49% | 57% | | | | | | |
| | Some Risk | 27% | 26% | 15% | 24% | | | | | | |
| | High Risk | 42% | 43% | 36% | 19% | | | | | | |
| Second | Advanced & Low Risk | 49% | 47% | 56% | 49% | | | | | | |
| | Some Risk | 19% | 25% | 22% | 25% | | | | | | |
| | High Risk | 32% | 28% | 22% | 26% | | | | | | |
| Third | Advanced & Low Risk | 57% | 51% | 64% | 58% | | | | | | |
| | Some Risk | 16% | 24% | 20% | 24% | | | | | | |
| | High Risk | 27% | 25% | 16% | 18% | | | | | | |
| Fourth | Advanced & Low Risk | 55% | 54% | 52% | 53% | | | | | | |
| | Some Risk | 28% | 24% | 23% | 23% | | | | | | |
| | High Risk | 17% | 25% | 25% | 24% | | | | | | |
| Fifth | Advanced & Low Risk | 39% | 32% | 36% | 33% | | | | | | |
| | Some Risk | 34% | 38% | 39% | 38% | | | | | | |
| | High Risk | 27% | 30% | 25% | 29% | | | | | | |
| Sixth | Advanced & Low Risk | 56% | 56% | 66% | 48% | | | | | | |
| | Some Risk | 30% | 29% | 21% | 41% | | | | | | |
| | High Risk | 14% | 15% | 13% | 11% | | | | | | |
| Seventh | Advanced & Low Risk | 45% | 46% | 44% | 49% | | | | | | |
| | Some Risk | 31% | 27% | 38% | 32% | | | | | | |
| | High Risk | 24% | 27% | 18% | 19% | | | | | | |
| Eighth | Advanced & Low Risk | 45% | 44% | 45% | 49% | | | | | | |
| | Some Risk | 30% | 33% | 34% | 31% | | | | | | |
| | High Risk | 25% | 23% | 21% | 20% | | | | | | |
| *3 buildings | | | | | | | | | | | |

| | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | | 2021-2022 | | | 2022-2023 | | |
|--|-----------|--------|--------|-----------|--------|--------|-------------|--------|--------|-----------|--------|-------------|-----------|--------|-------------------------------------|-----------|--------|--------|-----------|--------|--------|-------------------|--------|--------|
| | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring (no assessment due to COVID) | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring |
| Grades Assessed | K-9 | K-6 | K-9 | K-10 | K-8 | K-10 | K-10 | K-8 | K-10 | K-8 | K-10 | K-10 | K-10 | K-10 | | K-10 | K-10 | K-10 | K-9 | K-8 | K-8 | K-6 (4 buildings) | | |
| Reading Proficiency | 66% | 66% | 66% | 66% | 67% | 65% | 62% | 63% | 63% | 57% | 56% | 60% | 56% | 56% | | 58% | 55% | 57% | 56% | 55% | 57% | 55% | 53% | |
| Reading Growth | | | 57% | | | 54% | | | 54% | | | 48% | | 49% | | | | 45% | | 48% | | 51% | | 47% |
| Reading Condition Growth Index | | | 0.27 | | | -0.15 | | | .30 | | | 0.69 | | | | | | -0.12 | | | .35 | | | |
| Math Proficiency | | | 64% | 62% | 64% | 65% | 58% | 58% | 64% | 53% | 55% | 60% | 53% | 56% | | 52% | 54% | 58% | 53% | 56% | 59% | 57% | 60% | |
| Math Growth | | | 52% | | | 58% | | | 60% | | | 47% | | 54% | | | | 55% | | 57% | | 59% | | 55% |
| Math Conditional Growth Index | | | 0.42 | | | 0.33 | | | .92 | | | 0.85 | | | | | | 1.11 | | | 1.06 | | | |
| Districtwide - SPED | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Proficiency | | | | | | 31% | 26% | 33% | 32% | 31% | 26% | 31% | 32% | 28% | | 28% | 24% | 29% | 26% | 27% | 31% | 29% | 23% | |
| Reading Growth | | | | | | | | | 47% | | | 44% | | 43% | | | | 40% | | 48% | | 42% | | 40% |
| Math Proficiency | | | | | | 31% | 26% | 30% | 32% | 27% | 26% | 29% | 28% | 27% | | 23% | 25% | 30% | 24% | 28% | 31% | 29% | 31% | |
| Math Growth | | | | | | | | | 50% | | | 44% | | 44% | | | | 46% | | 52% | | 53% | | 50% |
| Districtwide - EL | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Proficiency | | | | | | | 27% | 25% | 33% | 24% | 21% | 25% | 22% | 23% | | 16% | 20% | 26% | 19% | 17% | 25% | 28% | 20% | |
| Reading Growth | | | | | | | | | 47% | | | 41% | | 42% | | | | 38% | | 38% | | 45% | | 35% |
| Math Proficiency | | | | | | | 25% | 26% | 34% | 23% | 21% | 29% | 20% | 24% | | 17% | 20% | 26% | 22% | 21% | 28% | 25% | 32% | |
| Math Growth | | | | | | | | | 50% | | | 45% | | 52% | | | | 50% | | 52% | | 55% | | 50% |
| Districtwide - Free & Reduced | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Proficiency | | | | | | 49% | 60% | 55% | 56% | 50% | 48% | 52% | 49% | 47% | | 51% | 47% | 50% | 50% | 47% | 49% | 51% | 46% | |
| Reading Growth | | | | | | | | | 52% | | | 47% | | 46% | | | | 44% | | 45% | | 47% | | 46% |
| Math Proficiency | | | | | | 39% | 53% | 51% | 57% | 47% | 48% | 53% | 46% | 49% | | 45% | 46% | 51% | 46% | 48% | 52% | 52% | 53% | |
| Math Growth | | | | | | | | | 59% | | | 46% | | 52% | | | | 53% | | 56% | | 55% | | 51% |
| Districtwide - High Ability | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Proficiency | | | | | | | | | | | | | | 98% | | 97% | 96% | 96% | 94% | 96% | 95% | 95% | 96% | |
| Reading Growth | | | | | | | | | | | | | | 58% | | | | 50% | | 55% | | 57% | | 47% |
| Math Proficiency | | | | | | | | | | | | | | 98% | | 97% | 98% | 98% | 96% | 98% | 97% | 96% | 99% | |
| Math Growth | | | | | | | | | | | | | | 65% | | | | 65% | | 52% | | 56% | | 50% |
| Kindergarten | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Proficiency | | | | | | | 61% | 65% | 71% | 53% | 45% | 58% | 55% | 55% | | 70% | 60% | 65% | 65% | 57% | 61% | 57% | 58% | |
| Reading Growth | | | 69% | | | 56% | | | 64% | | | 58% | | 55% | | | | 57 | | 43% | | 52% | | 54% |
| Reading Condition Growth Index | | | 1.18 | | | 0.27 | | | 1.22 | | | .84 | | | | | | .59 | | | .86 | | | |
| Math Proficiency | | | | | | | 47% | 58% | 79% | 43% | 43% | 65% | 53% | 55% | | 59% | 67% | 71% | 56% | 65% | 75% | 63% | 70% | |
| Math Growth | | | 67% | | | 67% | | | 77% | | | 70% | | 56% | | | | 67% | | 60% | | 61% | | 58% |
| Math Conditional Growth Index | | | .98 | | | 0.99 | | | 3.10 | | | 2.16 | | | | | | 1.75 | | | 2.4 | | | |
| 1st Grade | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Proficiency | | | | | | | 55% | 56% | 62% | 59% | 54% | 61% | 51% | 49% | | 49% | 50% | 57% | 49% | 48% | 56% | 57% | 47% | |
| Reading Growth | | | 64% | | | 55% | | | 57% | | | 58% | | 50% | | | | 60% | | 45% | | 56% | | 38% |
| Reading Condition Growth Index | | | .66 | | | 0.36 | | | 1.12 | | | .88 | | | | | | 1.03 | | | .76 | | | |
| Math Proficiency | | | | | | | 52% | 61% | 65% | 55% | 64% | 62% | 48% | 56% | | 56% | 51% | 71% | 54% | 59% | 64% | 62% | 57% | |
| Math Growth | | | | | | | | | 58% | | | 60% | | 58% | | | | 69% | | 58% | | 67% | | 50% |
| Math Conditional Growth Index | | | .31 | | | 0.68 | | | 1.04 | | | 1.15 | | | | | | 1.80 | | | 1.66 | | | |
| 2nd Grade | | | | | | | *Growth K-2 | | | | | *Growth 2-5 | | | | | | | | | | | | |
| Reading Proficiency | | | | | | | 67% | 66% | 65% | 48% | 55% | 59% | 49% | 60% | | 40% | 43% | 56% | 48% | 51% | 61% | 46% | 49% | |
| Reading Growth | | | 57% | | | 56% | | | 53% | | | 66% | | 51% | | | | 59% | | 52% | | 64% | | 52% |
| Reading Condition Growth Index | | | .43 | | | -0.07 | | | -0.04 | | | 1.42 | | | | | | 1.18 | | | 1.62 | | | |
| Math Proficiency | | | | | | | 65% | 65% | 71% | 43% | 47% | 64% | 46% | 55% | | 38% | 41% | 49% | 53% | 56% | 57% | 47% | 53% | |
| Math Growth | | | 71% | | | 72% | | | 69% | | | 69% | | 57% | | | | 64% | | 57% | | 66% | | 58% |
| Math Conditional Growth Index | | | 1.02 | | | 1.37 | | | 1.85 | | | 1.47 | | | | | | 1.62 | | | 1.39 | | | |
| 3rd Grade | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Proficiency | | | | | | | 60% | 61% | 64% | 56% | 55% | 60% | 60% | 61% | | 60% | 54% | 55% | 49% | 46% | 47% | 56% | 52% | |
| Reading Growth | | | | | | | 57% | | 58% | | | 50% | | 48% | | | | 43% | | 47% | | 47% | | 45% |
| Reading Condition Growth Index | | | -0.33 | | | 0.42 | | | .29 | | | .15 | | | | | | -.73 | | | -0.13 | | | |
| Math Proficiency | | | | | | | 51% | 47% | 57% | 50% | 51% | 52% | 42% | 65% | | 48% | 56% | 56% | 44% | 52% | 51% | 54% | 63% | |
| Math Growth | | | 58% | | | 42% | | | 54% | | | 49% | | 57% | | | | 53% | | 56% | | 57% | | 54% |
| Math Conditional Growth Index | | | 0.65 | | | -0.77 | | | 0.55 | | | .71 | | | | | | .94 | | | .82 | | | |
| 4th Grade | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Proficiency | | | | | | | 61% | 61% | 59% | 58% | 61% | 62% | 55% | 61% | | 61% | 56% | 63% | 56% | 58% | 57% | 49% | 48% | |
| Reading Growth | | | 45% | | | 47% | | | 48% | | | 60% | | 57% | | | | 50% | | 53% | | 56% | | 55% |
| Reading Condition Growth Index | | | -1.12 | | | -0.74 | | | -0.38 | | | 1.06 | | | | | | .25 | | | .43 | | | |
| Math Proficiency | | | | | | | 52% | 52% | 52% | 56% | 57% | 61% | 54% | 54% | | 48% | 54% | 65% | 51% | 58% | 61% | 46% | 50% | |
| Math Growth | | | 42% | | | 41% | | | 50% | | | 60% | | 57% | | | | 68% | | 62% | | 74% | | 60% |
| Math Conditional Growth Index | | | -0.83 | | | -0.65 | | | 0.55 | | | 1.11 | | | | | | 1.96 | | | 2.15 | | | |
| 5th Grade | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Proficiency | | | | | | | 61% | 56% | 57% | 55% | 55% | 57% | 56% | 60% | | 61% | 54% | 57% | 63% | 58% | 59% | 60% | 58% | |
| Reading Growth | | | 52% | | | 52% | | | 51% | | | 54% | | 52% | | | | 45% | | 52% | | 48% | | 44% |
| Reading Condition Growth Index | | | -0.47 | | | -0.12 | | | -0.15 | | | 0.54 | | | | | | -.20 | | | .43 | | | |
| Math Proficiency | | | | | | | 51% | 49% | 53% | 50% | 48% | 50% | 61% | 60% | | 52% | 52% | 55% | 62% | 63% | 65% | 63% | 65% | |
| Math Growth | | | 52% | | | 56% | | | 54% | | | 50% | | 50% | | | | 59% | | 64% | | 58% | | 60% |
| Math Conditional Growth Index | | | 0.15 | | | 0.55 | | | 0.56 | | | 0.26 | | | | | | 1.21 | | | 2.15 | | | |
| 6th Grade | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Proficiency | | | | | | | 62% | 62% | 63% | 59% | 62% | 62% | 58% | 57% | | 61% | 57% | 60% | 57% | 59% | 59% | 59% | 59% | 61% |
| Reading Growth | | | 58% | | | 61% | | | 62% | | | 62% | | 48% | | | | 50% | | 44% | | 47% | | 45% |
| Reading Condition Growth Index | | | .43 | </ | | | | | | | | | | | | | | | | | | | | |

| | 2015-2016 | | | 2016-2017 | | | 2017-2018 | | | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | | 2021-2022 | | | 2022-2023 | | |
|--------------------------------|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring | Fall | Winter | Spring |
| Math Conditional Growth Index | | | -14 | | | -0.14 | | | 0.7 | | | -0.49 | | | | | | -0.48 | | | .25 | | | |
| 9th Grade | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Proficiency | | | | | | 74% | | | 64% | | | 55% | 49% | 72% | 53% | | | | | | 59% | | | |
| Reading Growth | | | 67% | | | 35% | | | 39% | | | | | | 34% | | | | | | | | | |
| Reading Condition Growth Index | | | 1.96 | | | -2.17 | | | -1 | | | | | | | | | | | | | | | |
| Math Proficiency | | | | | | 67% | | | 66% | | | 60% | 59% | 45% | 52% | | | | | | 53% | | | |
| Math Growth | | | 61% | | | 46% | | | 51% | | | | | | 40% | | | | | | | | | |
| Math Conditional Growth Index | | | 1.47 | | | -1.02 | | | 0.31 | | | | | | | | | | | | | | | |
| 10th Grade | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Proficiency | | | | | | 59% | | | 59% | | | 59% | 58% | 59% | 50% | | | | | | | | | |
| Reading Growth | | | | | | 52% | | | 41% | | | | | | 35% | | | | | | | | | |
| Reading Condition Growth Index | | | | | | 0.61 | | | 0.04 | | | | | | | | | | | | | | | |
| Math Proficiency | | | | | | 61% | | | 64% | | | 71% | 71% | 53% | 53% | | | | | | | | | |
| Math Growth | | | | | | 53% | | | 61% | | | | | | 48% | | | | | | | | | |
| Math Conditional Growth Index | | | | | | 0.07 | | | 1.06 | | | | | | | | | | | | | | | |

Midyear Data Review

January 23, 2023



Administration Plan for 2022-2023 School Year

- Complete required NSCAS Testing (Grades 3 through 8 & 11) in Spring 2023
- Continue with MAP Growth in 4 elementary buildings
- Pilot/Preview Fastbridge in 2 elementary and the middle school



Administration Plan for 2023-2024 School Year

- Complete required NSCAS Testing (Grades 3 through 8 & 11) in Spring 2024 only
- In process of seeking additional feedback on the use of Fastbridge replacing MAP Growth



Data Overview from December 2022 Compilation

- Math data continues to be higher than our reading data.
- Kindergarten, 2nd grade, and 6th through 8th grade had solid increases in proficiency in both reading and math.
- In 1st & 5th grade we saw a dip in both reading and math.
- In 3rd & 4th we saw a dip in proficiency in reading, and growth in math.



Data Overview from December 2022 Compilation

- Students meeting projected growth rates in reading range from 38% - 55% by grade.
- Students meeting projected growth rates in math range from 43% - 60%.
- Proficiency for students receiving English Learner and Special Education supports has decreased.
- There is an increase in the number of students at grade level in math.
- English language arts data remains the same overall.



Overarching Theme

Need to focus on strong core instructional practices that support diverse needs in the classroom, especially in reading.



Data Response

- Continued focus on review of the new ELA standards and quality implementation
- Professional learning centered around research based practices on teaching reading
- Implementation of WIN Time
- Use of decodable text protocols
- Completing the curriculum adoption cycle for English Language Arts



Next Steps - End of Year Planning

- Complete the feedback process related to Fastbridge / MAP Growth.
- Update goals for academic achievement.
- Identify metrics to add, continue, remove when it comes to monitoring district student achievement.



Bond Planning/Update Agenda

January 17, 2023

- Continued work at MB to dry out/thaw out ground for lower level pour
- HVAC work continues at KW and RMS, control systems
- Cooling tower demolition completed RMS, work continues in boiler room
- Lower gym unit now repaired and online.
- Pre-bid meeting at WW, very well attended, bids have been submitted and are being tabulated, GMP review 1/23 and 1/26
- Meadows security camera bid opening 1/23
- KW page turn meeting 1/23

January 9, 2022

- Footings poured at BA/SB field complex
- Boxes delivered for packing at Meadows
- Camera installation Invitation to Bid is open
- KCAV toured KW for classroom tech. Bid
- HVAC Controls walkthrough at RMS and KW
- HVAC Controls installation began 12/28
- RHS Controls walkthrough
- WW pre-bid walkthrough
- Asbestos removal bids received Meadows
- KCAV to present to cabinet

December 12, 2022

- Building pad has been compacted and passed engineering standards for BA/SB fields
- Page turn meeting for WW
- Concrete poured at MB, 1/2 of slab for academic wing has been completed
- Flooring slab for lower level to be poured week of 12/19
- WW walkthrough complete for doors and hardware
- Meadows staff toured WCC
- Contacted moving company for Meadows move
- KW walkthrough w/ electrical engineer
- Bid recommendation for Meadows classroom tech.

November 21, 2022

- Continued dirt work at RHS,

- Office staff tour of WCC
- Bids collected on classroom technology
- Work scheduled to begin Nov 30th on KW cooling tower refurbishment
- Contract for BA/SB field work completed

November 14, 2022

- BA/SB field work is progressing, trailer and staging areas identified
- Security camera/door access meeting
- Field trip for 1st graders
- HVAC controls RMS/KW, phase 1 to be completed Nov. 21
- KW foundation repair project completed
- Meadows GMP
- Moving company identified Two Men and a Truck
- Beginning KW design process

October 31, 2022

- Demolition and excavation work continuing at RHS, work trailer areas and staging areas have been identified
- Project coordination meeting between Nemaha Cons. and Construct Inc.
- Met w/ security camera and door access vendor to solicit budgeting numbers
- Conducted field trip for 1st grade MB students of the Weitz construction trailer
- Received bid numbers for Meadows Elementary
- HVAC tech meeting for RMS/KW projects
- KW foundation project near completion

October 17, 2022

- Demolition and excavation work started on Baseball/Softball field project,
- Pre-construction meeting held on BA/SB fields, subcontractors for field work, electrical, utilities and earth work have all been identified.
- Food service staff toured WCC, Douglas County Health inspector also attended
- Continued addendums to BA/SB contract, attorneys for both sides are in review
- Initial Meadows bids are nearly complete and should be available by the BOE meeting on November 14.
- Demonstration of HVAC control units set
- Meeting w/ WW Principal and Architect to review input from WW presentation

October 3, 2022

- BCDM presented draft plan for WW, input gathered from staff
- Construction meeting held, GMP timeline for Meadows set, Nov. 14
- Logistics regarding Meadows/WW move
- Switch gear and HVAC bids to be separated out for supply chain issues
- MB timeline update, 2 weeks behind schedule
- KW foundation contractor secured, scheduled for 10/26
- Toured WCC w/ kitchen staff and Health inspector
- Set a meeting for HVAC controls demo through Alvine Engineering

September 26, 2022

- Met w/ First Student to outline transportation plan for Meadows transition
- Building and Grounds subcommittee meeting, outlined finishes for Meadows
- Presented finishes to Meadows staff, solicited input

September 19, 2022

- Swing Site visit
- Continued progress on portions of RMS HVAC Project, delays still on some components to make the system fully functional
- Received 2nd bid on KW foundation project
- Met w/ Facility Advocates to consider fall work in RMS boiler room
- Rebar on site at MB, foundation footings to be excavated and poured.

September 5, 2022

- Conducted initial presentation of Meadows GMP w/ Weitz and BCDM
- Page Turn for Meadows completed
- Met w/ Civil Engineer and Nemaha Construction to Value Engineer existing BA/SB bid
- HVAC controls meeting w/ Alvine Engineering and Facility Advocates
- Rebar plans to be approved and delivered to MB this week,
- 2nd contractor contacted for KW foundation project.

August 29, 2022

- Interior design for Meadows presented
- Bid opening BA/SB field
- Rebar design package finalized
- Visited WCC
- Secured insurance certificate and reviewed contract for WCC
- Discussed timeline on HVAC at RMS
- Setting control system meeting w/ mechanical engineer

August 22, 2022

- Presented initial building plans to BL staff

August 15, 2022

- Geopier installation finished
- Pre-bid walkthrough for BA/SB fields
- Toured alternate placement site at Westside Community Center
- Presented initial building plan to WW staff
- BA/SB field bid opening moved to 8/30
- Drawings for Meadows to be complete by 9/19
- Footing work at MB to begin 9/12
- Rebar plans 9/5 due for MB

August 8, 2022

- Geopier installation to begin this week
- Bidding is open for BA/SB fields
- Temp. fix at RMS is complete and running
- Meeting on Meadows Park drainage issue
- Bid received for KW foundation repair work, soliciting 2nd bid
- Finalized contract for phase 2 GMP at MB
- Finalized contract for HVAC at RMS/KW phase 2

August 1, 2022

- Geopier installation to begin next week
- Page turn on BB/SB fields
- KW foundation work, subcontractor contacted, engineer contacted
- Bids for RMS/KW HVAC to BOE for approval
- Met w/ subcontractor on MB cameras and door access
- Contacted contractor on temp. fix to RMS HVAC issues.
- Bidding period to open on BA/SB fields 8/4

July 18, 2022

- Excavation work near completion MB
- Met w/ Weitz/BCDM on subcontractor bids for MB construction, near finalization and GMP

- MB virtual walkthrough uploaded
- Construction meeting, advancing Meadows design
- HVAC bids collected 7/21 for KW and RMS

July 5, 2022

- Excavation work on MB in progress, footings work to begin soon
- Security fencing installed
- Bids due July 21st for RMS/KW
- Weitz gathering subcontractor bids for MB GMP
- Proposal for electrical engineering work on BB/SB fields received
- Proposal for 3rd party testing from Thiele on MB project
- Continued refinement of the BB/SB field project and Meadows Elementary

June 27, 2022

- Excavation work on MB in progress
- More tree removal at MB
- Civil engineer work submitted on Bay Meadows drainage issue
- Bidding is open on Phase 2 RMS/KW HVAC project, close July 21st

June 20, 2022

- Work begins MB site
- Virtual tour of MB conducted at BCDM
- Pre-bid meeting #2 for RMS/KW HVAC Phase 2
- Grease interceptor bids received

June 13, 2022

- Received initial quote KCAV
- Builder's Risk Insurance for MB site procured
- Set up temporary office space for Weitz job
- Pre-bid walkthrough meeting RMS/KW HVAC Phase 2

June 6, 2022

- Technology presentation, Promethean Boards
- Secured quotes for Builder's Risk Insurance for MB project

- Technology design follow up for MB 6/3 BCDM
- Received approval for storm water permit from City of Omaha

May 23, 2022

- BOE action item phase 1 MB plan
- Final run through MB design plans BCDM 5/27

May 16, 2022

- Construction meeting, finalized bids for dirt work
- Met w/ KSB regarding finalizing Phase 1 MB contract
- Plans for review w/ BCDM and Weitz

May 9, 2022

- Met w/ BCDM on door hardware and security for MB
- Contacted Prime for initial placement/estimate for camera system at MB
- Tech meeting w/ KCAV and RPS
- Reviewed final designs for RMS/KW HVAC systems

May 2, 2022

- Meadows initial Budget meeting 5/4
- Shared pictures of tilt up construction from Shadow Lake

April 25, 2022

- Construction meeting held 4/28
- BB/SB meeting 4/28
- Toured Wysong Elementary in Lincoln for use of sound/alarms/intercom systems

April 18, 2022

- Finalized Tilt up construction model and keeping daycare at RHS
- HVAC engineers did a final walk through at RMS and KW, plans to follow.
- Contract signed for Phase 1 RMS HVAC

April 11, 2022

- Meeting w/ Weitz/BCDM/OPPD regarding energy supply to new MB
- Construction meeting, continued to adjust MB plan to fit budget.

April 4, 2022

- Contract approved for Phase 1 RMS HVAC
- Met w/ OPPD and Weitz regarding MB power supply
- 2nd round cuts to MB plan
- Met w/ engineer on KW cooling tower refurbishment
- Met w/ AES controls on control systems for HVAC all buildings

March 28, 2022

- Bid opening for Phase 1 RMS HVAC
- Construction meeting BCDM/ Weitz
- 1st round of cuts to MB plan
- Planning trip to Lincoln to check Audio Enhancements - April 20th

March 21, 2022

- Trees removed from MB
- Bids collected for phase 1 RMS HVAC 3/23
- BB/SB field meeting 3/23

March 14, 2022

- Sub contractor to begin tree removal at MB 3/15
- Site visit for interested parties for phase 1 RMS HVAC project, bids due 3/23/22
- Presented contract w/ Weitz at BOE meeting 3/14
- Passed County Zoning Board waiver for height of MB and signage
- Presented Meadows building plan to staff for feedback
- Construction meeting to further MB plans and plans for grading/earth removal. End of April to break ground

March 7, 2022

- Ball Field meeting
- MB site visit w/ Weitz

- Planning for tree removal, construction trailers and construction parking
- Offer of 3.75% accepted by Weitz Construction, contract to be presented to the BOE

February 28, 2022

- Met w/ BCDM and Weitz construction, discussed finalizing the plan for MB and GMP
- Counteroffer sent to Weitz at 3.75%, contract language is almost in full agreement
- Zoning Board meeting scheduled for March 10
- [LINK](#) to Tech recommendations
- Next Softball/Baseball Complex Design Meeting set for March 4th

February 21, 2022

- Met w/ BCDM and Judy Kyle on kitchen design and layout
- Met w/ BCDM and Weitz regarding lighting, networking and technology at new MB
- Met w/ Student Services to determine which rooms may require special lighting
- Sent final version of contract to Weitz via KSB Law
- [Link](#) to Boxlight Evaluations

February 14, 2022

- Met w/ BCDM and Weitz, reviewed updated plans for MB, ME, BL and WW
- Finalized plans for QCPUF refund w/ Gilmore Bell, to be proposed for action at BOE meeting 2/14
- Met w/ Rick and a rep. from SysCool regarding cooling tower options at RMS and KW
- Meeting w/ our attorney regarding ongoing negotiations w/ Weitz
- Shared input from Meadows regarding design changes
- Met with Lamp/Rynearson on initial planning for the Softball and Baseball fields

February 7, 2022

- Met w/ BCDM and Weitz, reviewed updated plans for MB, ME, BL and WW
- Electronic plans were shared for ME, BL and WW, plans currently under review
- ME plans shared w/ building principal
- Reviewed soil report regarding MB building site
- Reviewed changes to contract language suggested by Weitz
- Shared cost estimates for all four projects w/ Weitz
- Met w/ RDH regarding RMS/KW plans for HVAC projects

January 27, 2022

- CM@R firms ranked Weitz #1, Boyd Jones #2

- Process of adjusting CM@R contract to meet RPS requirements
- Jan. 25th met w/ Coady Pruett, attorney and Pat Carson, architect to finish initial contract offering to Weitz
- Jan. 14, met w/ Judy Kyle and Pat Carson to review design of kitchen at MB and Meadows

January 10, 2022

- Jan. 10, top 2 CM@R's to present to the BOE for review and rank, then negotiations on fee begin w/ CM@R, attorney and district admin.
- Jan. 6th meeting with City of Omaha Planning Board to discuss MB project and need for applications for special permissions
- Jan. 5, met w/ City of Ralston on ballfield plan
- In-person presentations/interviews were conducted Jan. 4th with top 2 CM@R's identified for BOE presentation
- CM@R Selection Committee met and discussed candidates Dec. 30, top 4 were identified for in-person interview
- Dec. 30th bond were closed, funds transferred to NLAF, \$500,000 transferred to special building fund
- Met w/ KCAV Dec. 30th on classroom tech.
- Dec. 28 met w/ Bond Counsel and Bond Advisor to finalize sale of bond and receipt of proceeds
- Final two elementary buildings are evaluating the boxlight. All evaluations will be complete by 1/18.

December 20th

- Collection of bid proposals from interested CM@R contract Dec 22
- Instructions for selection committee Dec. 22
- Ranking committee to meet and discuss Dec. 30
- Boards moved to ME/WW - demoed through 1/18 - boards will stay at ME/WW thru 2/4

December 13th

- Meeting w/ MB staff on building design December 17th
- Meeting w/ district Media Specialists regarding design at MB Dec. 17th
- Boards are being demoed through the 12/21 at RHS, RMS, MB, & KW

December 6th

- Met w/ Architect, further development of MB plan,
- Meeting w/Lamp Rynearson regarding BB/SB fields December 9th
- Boards are being demoed through the 12/8 at RHS, RMS, BL, & SY
- Bonds go to market this week
- Conducted tours with interested bidders of BL, ME, and WW Dec. 10
- Finished scoring rubric for CM@R rating process

November 29th

- Ran advertisements T,R& F w/ newspaper
- Finalized plan for initial bond offering w/ Piper
- Approved contract for RDH KW/RMS mechanical design
- Boxlights delivered, will distribute this week with training happening next week (12/1 & 12/2)
-

November 22nd

- Met w/ BCDM on Mockingbird design
- Prepared advertisement for CM@R
- Still waiting on delivery of Box Lights (3) to get cycled through our buildings.
- Bond rating meeting w/ Standard & Poor's
- Met w/ salesperson from Audio Enhancement
-

November 15th

- Met w/ Public Trust advisors liquid asset fund
- Met on Ball fields w/Lamp/Rynearson/BCDM
- Met w/ Alvines on HVAC control systems
- Met w/ School Specialty on camera systems
- Met w/MCL Construction
- Met w/ Boyd Jones CM@R

November 8th

- Bond advisor attending BOE meeting 11/8, will recommend refinance and first tranch.
- Met w/ mechanical engineer, walkthrough at KW and RMS
- Met w/ architect and Tiny/Little Rams staff on MB plan
- Met w/architect on needs at new MB kitchen
- Survey work is ongoing at MB
- Technology

- Training last week for RHS/Admin training on Tuesday(11/9)
- Additional boards (3) and carts should be in by 11/13
- Set up meeting with Audio Enhancement for 11/17/2021 at 5:30 PM

●

October 28, 2021

Since the Bond Passed...

- Bond advisor first set of bonds going to market soon.
- Master calendar and seasons to take the projects on
- Development for HVAC plans at RMS & KW
- Met w/ architects and mechanical engineers on MB facility design
- Met with electrical engineers on lighting options
- Began discussions of what we want intercoms, alarms, and camera systems to look like
- Multiple tours of different buildings in different districts re: facilities, layouts, technology
- CM@R for MB, BL, ME, WW, finalizing RFP, advertisements are coming soon.
- Decided to merge the 4 schools above together because they are contingent on one another
- Board passed a resolution, will need to identify 1 more member to complete the team for hiring
- Working with KSB to create the RFP to go out
- Survey work started on MB
- Technology
 - Board in district that are training on w/ 6 staff members
 - Connecting with others who have passed the bond re: technology components
 - Met with KCAV to talk security, boards, audio (the Boxlight company and microphone/intercom system)
 - Met with the engineers that are working on the project
 - Communicated with principals which staff we are looking to have help us try out the machines, waiting for devices to arrive, then planning to communicate with staff requesting pilot



1 FLOOR PLAN
 PRO 3/32" = 1'-0" 0' 10'-8" 21'-4"

WILDEWOOD ELEMENTARY RENOVATION

RALSTON PUBLIC SCHOOLS

2023 Legislative Session*

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

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

| Sun | Mon | Tue | Wed | Thur | Fri | Sat |
|--------------|--------------|--------------|--------------|--------------|--------------|-----|
| March | | | | | | |
| | | | 1 DAY 36 | 2 DAY 37 | 3 DAY 38 | 4 |
| 5 | 6 DAY 39 | 7 DAY 40 | 8 DAY 41 | 9 DAY 42 | 10 RECESS | 11 |
| 12 | 13 DAY 43 | 14 DAY 44 | 15 DAY 45 | 16 DAY 46 | 17 RECESS | 18 |
| 19 | 20 RECESS | 21 DAY 47 | 22 DAY 48 | 23 DAY 49 | 24 DAY 50 | 25 |
| 26 | 27 RECESS | 28 DAY 51 | 29 DAY 52 | 30 DAY 53 | 31 DAY 54 | |

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

| Sun | Mon | Tue | Wed | Thur | Fri | Sat |
|------------|---------------|--------------|--------------|--------------|--------------|-----|
| May | | | | | | |
| | 1 RECESS | 2 DAY 70 | 3 DAY 71 | 4 DAY 72 | 5 DAY 73 | 6 |
| 7 | 8 DAY 74 | 9 DAY 75 | 10 DAY 76 | 11 DAY 77 | 12 RECESS | 13 |
| 14 | 15 RECESS | 16 DAY 78 | 17 DAY 79 | 18 DAY 80 | 19 DAY 81 | 20 |
| 21 | 22 DAY 82 | 23 DAY 83 | 24 DAY 84 | 25 DAY 85 | 26 RECESS | 27 |
| 28 | 29 HOLIDAY | 30 DAY 86 | 31 DAY 87 | | | |

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

Legislative Recess Days

February 6, 17, 27
 March 10, 17, 20, 27
 April 7, 10, 21, 24
 May 1, 12, 15, 26
 June 5, 6, 7, 8

Federal & State Holidays

January 16 – Martin Luther King Jr. Day
 February 20 – Presidents' Day
 April 28 – Arbor Day
 May 29 – Memorial Day

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

2023 NEBRASKA UNICAMERAL LEGISLATURE
Alphabetical List

Capitol Mailing Address: Senator _____
 District # State Capitol
 PO Box 94604
 Lincoln NE 68509-460

As of 1/6/2023

| Senator | District | Capitol Phone | Room | City |
|-----------------------------|-----------------|----------------------|------------------------|--------------|
| Aguilar, Raymond | 35 | 471-2617 | 1118 | Grand Island |
| Albrecht, Joni | 17 | 471-2716 | 12 th Floor | Thurston |
| Arch, John | 14 | 471-2730 | 2103 | La Vista |
| Armendariz, Christy | 18 | 471-2618 | 10 th Floor | Omaha |
| Ballard, Beau | 21 | 471-2673 | 1403 | Lincoln |
| Blood, Carol | 3 | 471-2627 | 10 th Floor | Bellevue |
| Bostar, Eliot | 29 | 471-2734 | 10 th Floor | Lincoln |
| Bostelman, Bruce | 23 | 471-2719 | 1210 | Brainard |
| Brandt, Tom | 32 | 471-2711 | 1528 | Plymouth |
| Brewer, Tom | 43 | 471-2628 | 1423 | Gordon |
| Briese, Tom | 41 | 471-2631 | 2108 | Albion |
| Cavanaugh, John | 9 | 471-2723 | 8 th Floor | Omaha |
| Cavanaugh, Machaela | 6 | 471-2714 | 11 th Floor | Omaha |
| Clements, Robert | 2 | 471-2613 | 1305 | Elmwood |
| Conrad, Danielle | 46 | 471-2720 | 1206 | Lincoln |
| Day, Jen | 49 | 471-2725 | 11 th Floor | Omaha |
| DeBoer, Wendy | 10 | 471-2718 | 12 th Floor | Bennington |
| DeKay, Barry | 40 | 471-2801 | 11 th Floor | Niobrara |
| Dorn, Myron | 30 | 471-2620 | 1208 | Adams |
| Dover, Robert | 19 | 471-2929 | 12 th Floor | Norfolk |
| Dungan, George | 26 | 471-2610 | 12 th Floor | Lincoln |
| Erdman, Steve | 47 | 471-2616 | 1124 | Bayard |
| Fredrickson, John | 20 | 471-2622 | 8 th Floor | Omaha |
| Geist, Suzanne | 25 | 471-2731 | 1110 | Lincoln |
| Halloran, Steve | 33 | 471-2712 | 1115 | Hastings |
| Hansen, Ben | 16 | 471-2728 | 1117 | Blair |
| Hardin, Brian | 48 | 471-2802 | 11 th Floor | Gering |
| Holdcroft, Rick | 36 | 471-2642 | 1302 | Bellevue |
| Hughes, Jana | 24 | 471-2756 | 10 th Floor | Seward |
| Hunt, Megan | 8 | 471-2722 | 12 th Floor | Omaha |
| Ibach, Teresa | 44 | 471-2805 | 12 th Floor | Sumner |
| Jacobson, Mike | 42 | 471-2729 | 1523 | North Platte |
| Kauth, Kathleen | 31 | 471-2327 | 1522 | Omaha |
| Linehan, Lou Ann | 39 | 471-2885 | 1116 | Elkhorn |
| Lippincott, Loren | 34 | 471-2630 | 11 th Floor | Central City |
| Lowe, John S., Sr. | 37 | 471-2726 | 1306 | Kearney |
| McDonnell, Mike | 5 | 471-2710 | 1101 | Omaha |
| McKinney, Terrell | 11 | 471-2612 | 1212 | Omaha |
| Moser, Mike | 22 | 471-2715 | 1529 | Columbus |
| Murman, Dave | 38 | 471-2732 | 1107 | Glenvil |
| Raybould, Jane | 28 | 471-2633 | 10 th Floor | Lincoln |
| Riepe, Merv | 12 | 471-2623 | 1308 | Ralston |
| Sanders, Rita | 45 | 471-2615 | 11 th Floor | Bellevue |
| Slama, Julie | 1 | 471-2733 | 1401 | Sterling |
| Vargas, Tony | 7 | 471-2721 | 8 th Floor | Omaha |
| von Gillern, R. Brad | 4 | 471-2621 | 10 th Floor | Elkhorn |
| Walz, Lynne | 15 | 471-2625 | 1120 | Fremont |
| Wayne, Justin T. | 13 | 471-2727 | 1103 | Omaha |
| Wishart, Anna | 27 | 471-2632 | 8 th Floor | Lincoln |

2023 NEBRASKA UNICAMERAL LEGISLATURE

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

As of 1/5/2022

| District | Senator | Capitol Phone | Room | City |
|----------|-----------------------------|----------------|------------------------|--------------|
| 1 | Slama, Julie | (402) 471-2733 | 1401 | Sterling |
| 2 | Clements, Robert | (402) 471-2613 | 1305 | Elmwood |
| 3 | Blood, Carol | (402) 471-2627 | 10 th Floor | Bellevue |
| 4 | von Gillern, R. Brad | (402) 471-2621 | 10 th Floor | Elkhorn |
| 5 | McDonnell, Mike | (402) 471-2710 | 1101 | Omaha |
| 6 | Cavanaugh, Machaela | (402) 471-2714 | 11 th Floor | Omaha |
| 7 | Vargas, Tony | (402) 471-2721 | 8 th Floor | Omaha |
| 8 | Hunt, Megan | (402) 471-2722 | 12 th Floor | Omaha |
| 9 | Cavanaugh, John | (402) 471-2723 | 8 th Floor | Omaha |
| 10 | DeBoer, Wendy | (402) 471-2718 | 12 th Floor | Bennington |
| 11 | McKinney, Terrell | (402) 471-2612 | 1212 | Omaha |
| 12 | Riepe, Merv | (402) 471-2623 | 1308 | Ralston |
| 13 | Wayne, Justin T. | (402) 471-2727 | 1103 | Omaha |
| 14 | Arch, John | (402) 471-2730 | 2103 | La Vista |
| 15 | Walz, Lynne | (402) 471-2625 | 1120 | Fremont |
| 16 | Hansen, Ben | (402) 471-2728 | 1117 | Blair |
| 17 | Albrecht, Joni | (402) 471-2716 | 12 th Floor | Thurston |
| 18 | Armendariz, Christy | (402) 471-2618 | 10 th Floor | Omaha |
| 19 | Dover, Robert | (402) 471-2929 | 12 th Floor | Norfolk |
| 20 | Fredrickson, John | (402) 471-2622 | 8 th Floor | Omaha |
| 21 | Ballard, Beau | (402) 471-2673 | 1403 | Lincoln |
| 22 | Moser, Mike | (402) 471-2715 | 1529 | Columbus |
| 23 | Bostelman, Bruce | (402) 471-2719 | 1210 | Brainard |
| 24 | Hughes, Jana | (402) 471-2756 | 10 th Floor | Seward |
| 25 | Geist, Suzanne | (402) 471-2731 | 1110 | Lincoln |
| 26 | Dungan, George | (402) 471-2610 | 12 th Floor | Lincoln |
| 27 | Wishart, Anna | (402) 471-2632 | 8 th Floor | Lincoln |
| 28 | Raybould, Jane | (402) 471-2633 | 10 th Floor | Lincoln |
| 29 | Bostar, Eliot | (402) 471-2734 | 10 th Floor | Lincoln |
| 30 | Dorn, Myron | (402) 471-2620 | 1208 | Adams |
| 31 | Kauth, Kathleen | (402) 471-2327 | 1522 | Omaha |
| 32 | Brandt, Tom | (402) 471-2711 | 1528 | Plymouth |
| 33 | Halloran, Steve | (402) 471-2712 | 1115 | Hastings |
| 34 | Lippincott, Loren | (402) 471-2630 | 11 th Floor | Central City |
| 35 | Aguilar, Raymond | (402) 471-2617 | 1118 | Grand Island |
| 36 | Holdcroft, Rick | (402) 471-2642 | 1302 | Bellevue |
| 37 | Lowe, John S., Sr. | (402) 471-2726 | 1306 | Kearney |
| 38 | Murman, Dave | (402) 471-2732 | 1107 | Glennvil |
| 39 | Linehan, Lou Ann | (402) 471-2885 | 1116 | Elkhorn |
| 40 | DeKay, Barry | (402) 471-2801 | 11 th Floor | Niobrara |
| 41 | Briese, Tom | (402) 471-2631 | 2108 | Albion |
| 42 | Jacobson, Mike | (402) 471-2729 | 1523 | North Platte |
| 43 | Brewer, Tom | (402) 471-2628 | 1423 | Gordon |
| 44 | Ibach, Teresa | (402) 471-2805 | 11 th Floor | Sumner |
| 45 | Sanders, Rita | (402) 471-2615 | 11 th Floor | Bellevue |
| 46 | Conrad, Danielle | (402) 471-2720 | 1206 | Lincoln |
| 47 | Erdman, Steve | (402) 471-2616 | 1124 | Bayard |
| 48 | Hardin, Brian | (402) 471-2802 | 11 th Floor | Gering |
| 49 | Day, Jen | (402) 471-2725 | 11 th Floor | Omaha |

2023 LEGISLATIVE COMMITTEES
Committee on Committees Preliminary Report
Standing Committees

Updated 1/5/2023

Agriculture (8)

Rm. 1524 – Tuesday

Halloran (C), Brewer, Hansen, Holdcroft, Hughes, Ibach, Raybould, Riepe

Appropriations (9)

Rm. 1307 – Monday, Tuesday, Wednesday, Thursday, & Friday

Clements (C), Armendariz, Dorn, Dover, Erdman, Lippincott, McDonnell, Vargas, Wishart

Banking, Commerce and Insurance (8)

Rm. 1507 – Monday & Tuesday

Slama (C), Aguilar, Ballard, Bostar, Dungan, Jacobson, Kauth, von Gillern

Business and Labor (7)

Rm. 1524 – Monday

Riepe (C), Blood, Halloran, Hansen, Hunt, Ibach, McKinney

Education (8)

Rm. 1525 – Monday & Tuesday

Murman (C), Albrecht, Briese, Conrad, Linehan, Sanders, Walz, Wayne

General Affairs (8)

Rm. 1510 – Monday

Lowe (C), Brewer, Cavanaugh, J., Day, Hardin, Holdcroft, Hughes, Raybould

Government, Military and Veterans Affairs (8)

Rm. 1507 – Wednesday, Thursday, & Friday

Brewer (C), Conrad, Halloran, Holdcroft, Hunt, Lowe, Raybould, Sanders

Health and Human Services (7)

Rm. 1510 – Wednesday, Thursday, & Friday

Hansen (C), Ballard, Day, Cavanaugh, M., Hardin, Riepe, Walz

Judiciary (8)

Rm. 1113 – Wednesday, Thursday, & Friday

Wayne (C), Blood, DeBoer, DeKay, Geist, Ibach, McKinney, Slama

Natural Resources (8)

Rm. 1525 – Wednesday, Thursday, & Friday

Bostelman (C), Aguilar, Brandt, Cavanaugh, J., Fredrickson, Hughes, Jacobson, Moser

Nebraska Retirement Systems (6)

Rm 1525 – At call of Chair

McDonnell (C), Clements, Conrad, Hardin, Ibach, Vargas

Revenue (8)

Rm. 1524 – Wednesday, Thursday, & Friday

Linehan (C), Albrecht, Briese, Bostar, Dungan, Kauth, Murman, von Gillern

Transportation and Telecommunications (8)

Rm. 1113 – Monday & Tuesday

Geist (C), Bostelman, Brandt, Cavanaugh, M., DeBoer, DeKay, Fredrickson, Moser

Urban Affairs (7)

Rm. 1510 – Tuesday

McKinney (C), Blood, Cavanaugh, J., Day, Hardin, Hunt, Lowe

Select Committees

Committee on Committees (13)

Albrecht (C)

District 1:

Bostar
Bostelman
Moser
Sanders

District 2:

Hunt
Linehan
Vargas
von Gillern

District 3:

Erdman
Jacobson
Lowe
Murman

Enrollment and Review (1)

Ballard (C)

Reference (9)

Briese (C), Aguilar (VC), Arch, Bostar, Geist, Lowe, Riepe, Slama, Vargas, Clements
(nonvoting ex officio)

Rules (6)

Erdman (C), Bostar, DeBoer, Hansen, Ibach, Arch (ex officio)

Special Committees

Building Maintenance (6)

Clements

Education Commission of the States (3)

Executive Board of the Legislative Council (9)

Briese (C), Aguilar (VC), Arch, Bostar, Geist, Lowe, Riepe, Slama, Vargas, Clements
(nonvoting ex officio)

Justice Reinvestment Oversight (5)

Legislative Performance Audit (7)

Arch, Briese, Clements

Midwestern Higher Education Compact (2)

Planning Committee (9)

Arch, Briese, Clements

Redistricting Committee (9)

State- Tribal Relations Committee (7)

2023 ADVOCACY HANDBOOK

FOR THE 2023 LEGISLATIVE SESSION

NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2023
AND A GUIDE FOR EFFECTIVE ADVOCACY

AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 18, 2022

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

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



WELCOME - YOUR ROLE

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108TH LEGISLATURE, 1ST SESSION

CAN YOU REALLY MAKE A DIFFERENCE? YES YOU CAN!

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.

- NASB strives to serve its members to work as a team with legislators and state officials, to share the story of their district/ESU, to secure laws and regulations that benefit all of Nebraska's public schools, lobbying in support of your school board and local control.
- NASB is guided by a legislative agenda that is developed annually by YOU, initiated with submissions from YOU, and approved at the NASB's Delegate Assembly each November by YOU.

DID YOU KNOW: #weLIVEhere

79% of Nebraska's 1,700 locally elected School Board Members serve at or within 100 miles of where they graduated ... with 51% serving AT the district they graduated from. You are a locally 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 within your community. 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*, videos, NASB's Bills page and more, summarizing all of the pertinent items related to public education in Nebraska.

2023 LEGISLATIVE CALENDAR

| | |
|---------------|---|
| January 4 | 2023 Legislative Session begins |
| January 18 | Day 10: Last day to introduce bills |
| January 22-23 | Legislative Issues Conference - Embassy Suites Lincoln |
| June 9 | Day 90: Final Day of the 2023 Legislative Session |
| July 1 | Call for Legislative Submissions for 2024 consideration due |
| November 17 | 2023 Delegate Assembly - Omaha |

(All Dates are Tentative & Subject to Change)



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| NASB Positions: What Does This Represent? | 7 |
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YOUR ROLE - ADVOCACY & ENGAGEMENT

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108TH LEGISLATURE, 1ST SESSION

SHARE YOUR STORY

ASK YOURSELF: HOW CAN YOU BEST SHARE YOUR DISTRICT'S STORY?

LEGISLATORS CARE ABOUT YOUR OPINION.

REMINDE THEM, YOU ARE THEIR NEIGHBOR.

VOTERS ALSO PUT YOU IN OFFICE.

YOU HAVE AN INFLUENTIAL ROLE IN YOUR COMMUNITY.

YOU KNOW BETTER THAN ANYONE THE EFFECT OF A STATE DECISION.

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

BUDGET

GENERAL FUND LEVY - BUILDING FUND LEVY
% OF BUDGET FOR SPECIAL ED
% OF BUDGET FOR ADMINISTRATIVE COSTS
DISTRICT VALUATION

KIDS

% KIDS ON FREE & REDUCED LUNCH
% OF KIDS IN ELL
OF NET OPTION STUDENTS
GRADUATION RATE/ACHIEVEMENT DATA

SCHOOL

ENROLLMENT
OF KIDS IN PRE-SCHOOL
AVERAGE CLASS SIZE
OF BUILDINGS / # OF TEACHERS

WHAT CAN NASB DO FOR YOU?

Assist you in preparing testimony, talking points, emails, or Op-Eds; facilitate Senator introductions and meetings in your district or the Capitol; feature your district visits with Senators; brief your board at a meeting in your community; and more ... Just ASK!

YOUR 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

Lindsey Wooton - Administrative Specialist - lwooton@NASBOnline.org



Bookmark the "Government Relations" tab of www.NASBOnline.org

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Key Hashtags: [#liveNASB](https://twitter.com/hashtag/liveNASB) [#weLIVEhere](https://twitter.com/hashtag/weLIVEhere)



Nebraska Legislature: www.nebraskalegislature.gov

Senators Web Pages: www.nebraskalegislature.gov/senators

YOUR 2023-24 STATE SENATORS

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108TH LEGISLATURE, 1ST SESSION



Sen. Julie Slama
District 1
Dunbar



Sen. Robert Clements
District 2
Elmwood



Sen. Carol Blood
District 3
Bellevue



Sen. Brad von Gillern
District 4
Elkhorn



Sen. Mike McDonnell
District 5
Omaha



Sen. Machaela Cavanaugh
District 6
Omaha



Sen. Tony Vargas
District 7
Omaha



Sen. Megan Hunt
District 8
Omaha



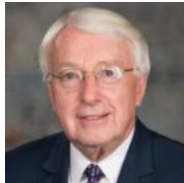
Sen. John Cavanaugh
District 9
Omaha



Sen. Wendy DeBoer
District 10
Omaha



Sen. Terrell McKinney
District 11
Omaha



Sen. Merv Riepe
District 12
Ralston



Sen. Justin Wayne
District 13
Omaha



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. Christy Armendariz
District 18
Omaha



Sen. Robert Dover
District 19
Norfolk



Sen. John Fredrickson
District 20
Omaha



Beau Ballard
District 21
Lincoln



Sen. Mike Moser
District 22
Columbus



Sen. Bruce Bostelman
District 23
Brainard



Sen. Jana Hughes
District 24
Seward



Sen. Suzanne Geist
District 25
Lincoln

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108TH LEGISLATURE, 1ST SESSION



Sen. George Dungan
District 26
Lincoln



Sen. Anna Wishart
District 27
Lincoln



Sen. Jane Raybould
District 28
Lincoln



Sen. Eliot Bostar
District 29
Lincoln



Sen. Myron Dorn
District 30
Adams



Sen. Kathleen Kauth
District 31
Omaha



Sen. Tom Brandt
District 32
Plymouth



Sen. Steve Halloran
District 33
Hastings



Sen. Loren Lippincott
District 34
Central City



Sen. Raymond Aguilar
District 35
Grand Island



Sen. Rick Holdcroft
District 36
Bellevue



Sen. John Lowe
District 37
Kearney



Sen. Dave Murman
District 38
Glenvil



Sen. Lou Ann Linehan
District 39
Elkhorn



Sen. Barry DeKay
District 40
Niobrara



Sen. Tom Briese
District 41
Albion



Sen. Mike Jacobson
District 42
North Platte



Sen. Tom Brewer
District 43
Gordon



Sen. Teresa Ibach
District 44
Sumner



Sen. Rita Sanders
District 45
Bellevue



Sen. Danielle Conrad
District 46
Lincoln



Sen. Steve Erdman
District 47
Bayard



Sen. Brian Hardin
District 48
Gering



Sen. Jen Day
District 49
Gretna



Gov. Jim Pillen

YOUR 2023 NASB LEGISLATION COMMITTEE

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108TH LEGISLATURE, 1ST SESSION



Sandy Noffsinger (Chair)
NASB President-Elect
Dundy County Stratton



Kim Burry
NASB President
Bayard



Stacy Jolley
NASB Vice President
Millard



Member 1
Spencer Head
Omaha



Member 2
Jane Erdenberger
Omaha



Member 3
Bob Rauner
Lincoln



Member 4
Kathy Danek
Lincoln



Member 5
Sarah Centineo
Bellevue



Member 6
Beth Morrisette
Westside



Member 7
Suzanne Sapp
Ashland-Greenwood



Member 8
Amanda McGill Johnson
Millard



Member 9
Drew Blessing
Kearney



Member 10
Marla Grier
South Sioux City



Member 11
Doug Keener
Mitchell



Member 12
Ryne Seaman
Seward



Member 13
Steve Blocher
West Point



Member 14
Jim Vlach
Lyons-Decatur



Member 15
Brian Quackenbush
Tri County



Member 16
Judy Thompson
ESU 16



Appointed Member
Lisa Albers
Grand Island



Appointed Member
Skip Altig
North Platte



Appointed Member
Brian Copsy
Gering



Appointed Member
Kyle Fisher
Springfield Platteview



Appointed Member
Steve Koch
Hershey



Appointed Member
Stephanie Summers
David City



Appointed Member
Lisa Wagner
Central City



Appointed Member
Brad Wilkins
Ainsworth

For Even Number Members, Term Ends 2024. For Odd Numbered Members, Term Ends 2026. Appointed Members Serve One-Year Term

NASB POSITIONS ENCLOSED

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108TH LEGISLATURE, 1ST SESSION

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.

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 2023 LEGISLATIVE RESOLUTIONS

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108TH LEGISLATURE, 1ST SESSION

... AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 5, 2022
... AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 20, 2022
... AND APPROVED BY THE DELEGATE ASSEMBLY ON NOVEMBER 18, 2022

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.

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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.

UPDATING NOTICE REQUIREMENTS

NASB supports updating notice requirements for all school board meetings that recognizes available technology.

YOUR NASB STANDING POSITIONS

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108TH LEGISLATURE, 1ST SESSION

... AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 5, 2022
... AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 20, 2022
... AND APPROVED BY THE DELEGATE ASSEMBLY ON NOVEMBER 18, 2022

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.

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BELIEF STATEMENTS FOR AN EFFECTIVE BOARD CONDITIONS OF CHILDREN CURRICULUM & INSTRUCTION FUNDING & FINANCE GOVERNANCE & STRUCTURE PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS STATE POLICY

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)

S-8 — USE OF ACCOUNTABILITY DATA FOR SCHOOL IMPROVEMENT

NASB supports using school accountability data to determine potential strategies/resources for helping schools improve. We support the concept of growth or learning mindset which suggests that school effectiveness is assessed as an improvement process. Our perspective is that all schools in Nebraska are important and have opportunities to become more effective as quality educational systems. (2020)

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108TH LEGISLATURE, 1ST SESSION

CONDITIONS OF CHILDREN

S-9 — 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-10 — 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)

S-11 — COOPERATION WITH HHS

NASB supports legislation which mandates cooperation and consultation with school districts as it relates to the placement of children under the custody of DHHS. Comprehensive information about a child’s educational needs should be shared with a school district prior to the placement of a student in a new school district. (2020)

S-12 — 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-13 — 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-14 — 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-15 — 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-16 — 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-17 — 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-18 — 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-19 — 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-20 — 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-21 — ACHIEVEMENT TEST SCORE USE

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

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S-22 — 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-23 — 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-24 — 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-25 — LIBRARY/MEDIA CONTENT

NASB supports that school district library/media content is a local decision. (2022)

S-26 — 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-27 — 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-28 — TECHNOLOGY

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

FUNDING & FINANCE

S-29 — 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-30 — 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-31 — 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-32 — 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-33 — ELIMINATION OF EXPENDITURE LIMITATION

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

S-34 — 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-35 — 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-36 — 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)

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S-37 — 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-38 — 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-39 — 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-40 — 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-41 — 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-42 — 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-43 — LEGISLATION IMPLEMENTATION

NASB supports the concept that any legislative bill that limits financial resources, or requires additional financial resources, is done within a timeframe that will not negatively affect the school's ability to prepare their budget. (1997, amended 2015, 2017, 2019)

S-44 — LEGISLATIVE REVIEW OF STATUTORY DEADLINES

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

S-45 — 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-46 — 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-47 — 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-48 — 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 fourteen 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, amended 2020)

S-49 — 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)

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S-50 — 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-51 — 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, or donors to scholarship funds for non-public education. (prior to 1995, amended 2020)

GOVERNANCE & STRUCTURE

S-52 — 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-53 — ALLIED SCHOOLS

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

S-54 — 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)

S-55 — AUTHORITY OF SCHOOL BOARDS

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

S-56 — 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-57 — 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-58 — E-MEETINGS - FULLY-IMPLEMENTED OR PARTIAL ALLOWABLE ATTENDANCE

NASB supports legislation which allows for school board members to participate in school board meetings via electronic means while still maintaining a quorum when necessitated for the health and safety of the board and public. Virtual meetings cannot impede the public's ability to participate. (2020)

S-59 — EDUCATIONAL SERVICE UNIT GOVERNANCE

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

S-60 — 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-61 — 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-62 — 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, 2019)

S-63 — 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)

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S-64 — PUBLICATION OF MINUTES, RECEIPTS, & EXPENDITURES
NASB supports removing the requirement to publishing hearing notices and meeting minutes in public newspapers and supports the use of alternative means to communicate board activity. (2020)

S-65 — RESTRICTION OF RESOURCES & 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-66 — 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-67 — SCHOOL CALENDARS
NASB opposes state mandated uniform opening and closing dates for local school districts. (prior to 1995)

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-68 — 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-69 — 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-70 — 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)

S-71 — 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-72 — EMPLOYEE SUPPORT
NASB recognizes the need to support district employees with their health and supports initiatives that provide for the physical and mental wellness of all school employees. (2020)

S-73 — 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-74 — 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-75 — 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-76 — 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-77 — 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-78 — 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)

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S-79 — 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-80 — 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-81 — CORPORATE SPONSORSHIPS IN SCHOOLS

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

S-82 — 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-83 — GUIDING THE P-16 EFFORT: 21ST CENTURY SKILLS

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

- a) Promotes multi-level communication and interaction between all P-16 partners to enhance student academic success;
- b) Offers all students a rigorous developmentally-appropriate curriculum designed to provide opportunities and choice, regardless of the post-secondary path they choose;
- c) Engages the assets of the full community;
- d) Utilizes data and technology to individualize education for students and to incorporate new learning into the design;
- e) Closes the achievement gap by focusing on quality teaching and learning opportunities;
- f) Implements standards-based education fully in a seamless curriculum, so one level of the system builds on the next and the end result is known and understood from the beginning;
- g) Provides sufficient resources that are adequate and sustainable at every level of the system to meet the challenge, resisting unfunded or underfunded mandates; and
- h) Preserves the ability of local school boards and their communities to address local needs and challenges in a flexible manner using a variety of options.

(2009, amended 2016)

S-84 — 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-85 — 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-86 — 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-87 — 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-88 — 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-89 — 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)



Board of Education Legislative Goals 2022/2023

Ralston Public Schools Non-negotiables

- RPS will continue to cultivate a systems thinking approach to all school programs, business, and operations.
- RPS will continue to provide the needed resources that support the defined Board of Education strategic priorities.
- With a focus on equity, RPS will continue to refine and grow our academic and social emotional programs to meet the needs of all of our students.
- RPS will continue to deliver a wide array of 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 and make adjustments as necessary.
- RPS will refine and grow our outreach programs and service expectations to include a focus on Social Emotional Learning, **Equity** and Staff Self Care.
- With a focus on equity, 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.
- Review, monitor, and potentially support legislation that identifies and increases different revenue mechanisms for public schools across Nebraska.
- Oppose any efforts to create a partisan State Board of Education or Commissioner of Education.
- 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 to increase funding for early childhood programs.
- Encourage further adjustments to the needs formula within TEEOSA specifically **Limited English Proficiency** and poverty.
- Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas and paid student internships.
- 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 charter schools or voucher systems that reduce funding and opportunities for public schools.
- Support school choice through the protection of net option funding.
- Continue to be a vocal advocate in the legislature for our students, staff and the Greater Ralston Community

Ralston Enrollment Report as of 01/16/2023

| BLUMFIELD ELEMENTARY | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| PS | 2.00 | 21 | 0 | 1 | 22 | 0 |
| KG | 2.00 | 39 | 2 | 0 | 41 | 0 |
| 01 | 2.00 | 36 | 6 | 0 | 42 | 0 |
| 02 | 2.00 | 35 | 3 | 0 | 38 | 0 |
| 03 | 2.00 | 33 | 6 | 0 | 39 | 0 |
| 04 | 2.00 | 38 | 10 | 0 | 48 | 0 |
| 05 | 2.00 | 42 | 9 | 0 | 51 | 1 |
| 06 | 2.00 | 42 | 11 | 0 | 53 | 0 |
| Building Total: | | 286 | 47 | 1 | 334 | 1 |

| KAREN WESTERN ELEMENTARY | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|--------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| PS | 1.00 | 24 | 0 | 1 | 25 | 0 |
| KG | 2.00 | 30 | 8 | 1 | 39 | 0 |
| 01 | 2.00 | 19 | 7 | 0 | 26 | 0 |
| 02 | 2.00 | 27 | 5 | 0 | 32 | 0 |
| 03 | 1.00 | 14 | 3 | 0 | 17 | 0 |
| 04 | 1.00 | 21 | 5 | 0 | 26 | 0 |
| 05 | 1.00 | 19 | 6 | 0 | 25 | 0 |
| 06 | 2.00 | 27 | 5 | 0 | 32 | 0 |
| Building Total: | | 181 | 39 | 2 | 222 | 0 |

| MEADOWS ELEMENTARY | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| PS | 2.00 | 35 | 0 | 2 | 37 | 1 |
| KG | 2.00 | 38 | 7 | 0 | 45 | 0 |
| 01 | 2.00 | 33 | 9 | 0 | 42 | 0 |
| 02 | 2.00 | 33 | 5 | 0 | 38 | 0 |
| 03 | 2.00 | 31 | 5 | 1 | 37 | 0 |
| 04 | 2.00 | 26 | 6 | 1 | 33 | 0 |
| 05 | 2.00 | 31 | 8 | 1 | 40 | 0 |
| 06 | 2.00 | 38 | 6 | 0 | 44 | 0 |
| Building Total: | | 265 | 46 | 5 | 316 | 1 |

| MOCKINGBIRD ELEMENTARY | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| PS | 1.00 | 20 | 0 | 2 | 22 | 0 |
| KG | 3.00 | 47 | 5 | 0 | 52 | 2 |
| 01 | 3.00 | 54 | 8 | 0 | 62 | 0 |
| 02 | 3.00 | 43 | 8 | 0 | 51 | 0 |
| 03 | 2.00 | 42 | 6 | 0 | 48 | 0 |
| 04 | 3.00 | 47 | 10 | 0 | 57 | 0 |
| 05 | 2.00 | 47 | 5 | 1 | 53 | 0 |
| 06 | 2.00 | 39 | 11 | 0 | 50 | 0 |
| Building Total: | | 339 | 53 | 3 | 395 | 2 |

Ralston Enrollment Report as of 01/16/2023

| SEYMOUR ELEMENTARY | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| PS | 1.00 | 17 | 0 | 0 | 17 | 0 |
| KG | 2.00 | 29 | 4 | 2 | 35 | 0 |
| 01 | 2.00 | 31 | 6 | 1 | 38 | 0 |
| 02 | 2.00 | 39 | 7 | 1 | 47 | 0 |
| 03 | 1.50 | 27 | 5 | 4 | 36 | 0 |
| 04 | 1.50 | 26 | 5 | 3 | 34 | 0 |
| 05 | 1.50 | 30 | 5 | 1 | 36 | 0 |
| 06 | 1.50 | 31 | 3 | 1 | 35 | 0 |
| Building Total: | | 230 | 35 | 13 | 278 | 0 |

| WILDEWOOD ELEMENTARY | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| PS | 2.00 | 34 | 0 | 0 | 34 | 0 |
| KG | 2.00 | 32 | 13 | 0 | 45 | 0 |
| 01 | 2.00 | 25 | 11 | 0 | 36 | 0 |
| 02 | 2.00 | 26 | 9 | 0 | 35 | 0 |
| 03 | 2.00 | 29 | 11 | 0 | 40 | 0 |
| 04 | 2.00 | 25 | 9 | 0 | 34 | 0 |
| 05 | 2.00 | 25 | 11 | 1 | 37 | 0 |
| 06 | 2.00 | 20 | 12 | 0 | 32 | 0 |
| Building Total: | | 216 | 76 | 1 | 293 | 0 |

| RALSTON MIDDLE SCHOOL | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| 07 | | 164 | 61 | 5 | 230 | 1 |
| 08 | | 164 | 77 | 1 | 242 | 1 |
| Building Total: | | 328 | 138 | 6 | 472 | 2 |

| RALSTON HIGH SCHOOL | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|---------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| 09 | | 187 | 70 | 0 | 257 | 0 |
| 10 | | 180 | 82 | 0 | 262 | 4 |
| 11 | | 168 | 75 | 0 | 243 | 1 |

Ralston Enrollment Report as of 01/16/2023

| RALSTON HIGH SCHOOL | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|------------|-----------------------|-------------------------|----------------------|-------------------|---------------------|
| 12 | | 185 | 77 | 0 | 262 | 0 |
| Building Total: | | 720 | 304 | 0 | 1024 | 5 |
| <hr/> | | | | | | |
| District Total: | | 2565 | 738 | 31 | 3334 | 11 |
| KG: | | 215 | 39 | 3 | 257 | 2 |
| 01: | | 198 | 47 | 1 | 246 | 0 |
| 02: | | 203 | 37 | 1 | 241 | 0 |
| 03: | | 176 | 36 | 5 | 217 | 0 |
| 04: | | 183 | 45 | 4 | 232 | 0 |
| 05: | | 194 | 44 | 4 | 242 | 1 |
| 06: | | 197 | 48 | 1 | 246 | 0 |
| 07: | | 164 | 61 | 5 | 230 | 1 |
| 08: | | 164 | 77 | 1 | 242 | 1 |
| 09: | | 187 | 70 | 0 | 257 | 0 |
| 10: | | 180 | 82 | 0 | 262 | 4 |
| 11: | | 168 | 75 | 0 | 243 | 1 |
| 12: | | 185 | 77 | 0 | 262 | 0 |

Ralston Enrollment Report as of 01/23/2023

| BLUMFIELD ELEMENTARY | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| PS | 2.00 | 21 | 0 | 1 | 22 | 0 |
| KG | 2.00 | 39 | 2 | 0 | 41 | 0 |
| 01 | 2.00 | 35 | 6 | 0 | 41 | 0 |
| 02 | 2.00 | 35 | 3 | 0 | 38 | 0 |
| 03 | 2.00 | 33 | 6 | 1 | 40 | 0 |
| 04 | 2.00 | 37 | 10 | 0 | 47 | 1 |
| 05 | 2.00 | 42 | 9 | 0 | 51 | 0 |
| 06 | 2.00 | 42 | 11 | 0 | 53 | 0 |
| Building Total: | | 284 | 47 | 2 | 333 | 1 |

| KAREN WESTERN ELEMENTARY | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|--------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| PS | 1.00 | 24 | 0 | 1 | 25 | 0 |
| KG | 2.00 | 30 | 8 | 1 | 39 | 1 |
| 01 | 2.00 | 21 | 7 | 0 | 28 | 0 |
| 02 | 2.00 | 27 | 5 | 0 | 32 | 0 |
| 03 | 1.00 | 14 | 3 | 0 | 17 | 0 |
| 04 | 1.00 | 21 | 5 | 0 | 26 | 0 |
| 05 | 1.00 | 19 | 6 | 0 | 25 | 0 |
| 06 | 2.00 | 27 | 5 | 0 | 32 | 0 |
| Building Total: | | 183 | 39 | 2 | 224 | 1 |

| MEADOWS ELEMENTARY | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| PS | 2.00 | 35 | 0 | 2 | 37 | 1 |
| KG | 2.00 | 38 | 7 | 0 | 45 | 0 |
| 01 | 2.00 | 33 | 9 | 0 | 42 | 0 |
| 02 | 2.00 | 33 | 5 | 0 | 38 | 0 |
| 03 | 2.00 | 31 | 5 | 1 | 37 | 0 |
| 04 | 2.00 | 26 | 6 | 1 | 33 | 0 |
| 05 | 2.00 | 31 | 8 | 1 | 40 | 0 |
| 06 | 2.00 | 38 | 6 | 0 | 44 | 0 |
| Building Total: | | 265 | 46 | 5 | 316 | 1 |

| MOCKINGBIRD ELEMENTARY | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| PS | 1.00 | 20 | 0 | 2 | 22 | 0 |
| KG | 3.00 | 47 | 5 | 0 | 52 | 2 |
| 01 | 3.00 | 54 | 8 | 0 | 62 | 0 |
| 02 | 3.00 | 43 | 8 | 0 | 51 | 0 |
| 03 | 2.00 | 42 | 6 | 0 | 48 | 0 |
| 04 | 3.00 | 47 | 10 | 0 | 57 | 0 |
| 05 | 2.00 | 46 | 5 | 1 | 52 | 0 |
| 06 | 2.00 | 39 | 11 | 0 | 50 | 0 |
| Building Total: | | 338 | 53 | 3 | 394 | 2 |

Ralston Enrollment Report as of 01/23/2023

| SEYMOUR ELEMENTARY | | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|--------------------|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| | PS | 1.00 | 17 | 0 | 0 | 17 | 0 |
| | KG | 2.00 | 28 | 4 | 2 | 34 | 0 |
| | 01 | 2.00 | 29 | 6 | 1 | 36 | 0 |
| | 02 | 2.00 | 39 | 7 | 1 | 47 | 0 |
| | 03 | 1.50 | 27 | 5 | 4 | 36 | 0 |
| | 04 | 1.50 | 26 | 5 | 3 | 34 | 0 |
| | 05 | 1.50 | 30 | 5 | 1 | 36 | 0 |
| | 06 | 1.50 | 31 | 3 | 1 | 35 | 0 |
| | Building Total: | | 227 | 35 | 13 | 275 | 0 |

| WILDEWOOD ELEMENTARY | | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|----------------------|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| | PS | 2.00 | 34 | 0 | 0 | 34 | 0 |
| | KG | 2.00 | 32 | 13 | 0 | 45 | 0 |
| | 01 | 2.00 | 25 | 11 | 0 | 36 | 0 |
| | 02 | 2.00 | 26 | 9 | 0 | 35 | 0 |
| | 03 | 2.00 | 29 | 11 | 0 | 40 | 0 |
| | 04 | 2.00 | 25 | 9 | 0 | 34 | 0 |
| | 05 | 2.00 | 25 | 11 | 1 | 37 | 0 |
| | 06 | 2.00 | 20 | 12 | 0 | 32 | 0 |
| | Building Total: | | 216 | 76 | 1 | 293 | 0 |

| RALSTON MIDDLE SCHOOL | | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|-----------------------|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| | 07 | | 162 | 61 | 5 | 228 | 1 |
| | 08 | | 164 | 77 | 1 | 242 | 1 |
| | Building Total: | | 326 | 138 | 6 | 470 | 2 |

| RALSTON HIGH SCHOOL | | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|---------------------|----|---------|--------------------|----------------------|-------------------|----------------|------------------|
| | 09 | | 185 | 70 | 0 | 255 | 0 |
| | 10 | | 181 | 82 | 0 | 263 | 1 |
| | 11 | | 168 | 75 | 0 | 243 | 2 |

Ralston Enrollment Report as of 01/23/2023

| RALSTON HIGH SCHOOL | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|------------|-----------------------|-------------------------|----------------------|-------------------|---------------------|
| 12 | | 185 | 77 | 0 | 262 | 1 |
| Building Total: | | 719 | 304 | 0 | 1023 | 4 |
| <hr/> | | | | | | |
| District Total: | | 2558 | 738 | 32 | 3328 | 11 |
| KG: | | 214 | 39 | 3 | 256 | 3 |
| 01: | | 197 | 47 | 1 | 245 | 0 |
| 02: | | 203 | 37 | 1 | 241 | 0 |
| 03: | | 176 | 36 | 6 | 218 | 0 |
| 04: | | 182 | 45 | 4 | 231 | 1 |
| 05: | | 193 | 44 | 4 | 241 | 0 |
| 06: | | 197 | 48 | 1 | 246 | 0 |
| 07: | | 162 | 61 | 5 | 228 | 1 |
| 08: | | 164 | 77 | 1 | 242 | 1 |
| 09: | | 185 | 70 | 0 | 255 | 0 |
| 10: | | 181 | 82 | 0 | 263 | 1 |
| 11: | | 168 | 75 | 0 | 243 | 2 |
| 12: | | 185 | 77 | 0 | 262 | 1 |

Crisis Response Policy

- I. **The following objectives apply to dealing with a crisis situation:**
- A. Ensuring the safety and emotional security of students.
 - B. Formulating a plan of action immediately that provides uniformity in the treatment of each crisis.
 - C. Identifying those students and staff who will likely be most strongly affected by grief.
 - D. Preserving, to the extent possible, the daily school routine and pre-scheduled activities so as not to draw others into deeper levels of grief than they would normally experience.
 - E. Monitoring students' progress through the stages of the grief process.
 - F. Making the school's resources available to parents and guardians who become concerned about their child's reaction to a crisis.
- II. **Policy**
- A. **School Hours**
 - 1. During a crisis situation, the administration will maintain established school hours and proceed with all co-curricular activities as scheduled whenever possible.
 - 2. If, during a crisis situation, the parent(s) or guardian of a student decide that the student needs to be absent, this absence will be excused.
 - B. **Access to School Facilities**
 - 1. The school's facilities may not be used for funeral or memorial services during the school day.
 - 2. This policy does not discourage the presentation of traditional American Legion memorial services which promote patriotism.
 - C. **Memorials**
 - 1. Memorials often create a visual reminder of a particular crisis that may reintroduce feelings of grief for students. Therefore, memorials may not be displayed anywhere on the school premises without board approval.

This policy is not intended to discourage the acceptance of memorial funds or specific items.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

5030

Dating Violence

Dating violence, as that term is defined by Nebraska law, will not be tolerated by the school district. Students who engage in dating violence on school grounds, in a school vehicle or at a school activity or that otherwise violates the Nebraska Student Discipline Act will receive consequences consistent with the Act and the district's student discipline policies.

The school district shall provide dating violence training to staff deemed appropriate by the administration and in accordance with Nebraska law.

A copy of this policy shall be included in the student handbook.

Nebraska state statute has defined (a) "Dating Violence" to mean a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control their dating partner; and (b) "Dating Partner" to mean any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long term. The District will follow these definitions in implementing and enforcing policy.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

5031

Student Appearance

Any manner of dress, hair style, make up, or personal hygiene that

- Constitutes a threat to the safety, health, or welfare of the student or others;
- Violates any statute;
- Interferes with the education process, or that school officials can reasonably predict will interfere with the education process; or
- Causes or may cause excessive maintenance problems in the school

may be grounds for corrective or disciplinary action. The superintendent or their designee may institute specific dress code regulations in any school consistent with board policy.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

5032

Closed Campus

The school campus is a closed campus. All students shall remain on the school campus during the hours that school is in session unless released by the building principal or building principal's designee through individual situations that arise or through participation in programs or earned privileges within the school that allow for regular release time. The building principal or designee will release a student only upon confirming that the student has permission from a parent or an authorized adult. Nothing in this policy shall prevent the school from sending a student home when the student is ill.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

5033

Student Driving and Parking

Students who drive to school are required to park their vehicles and leave them unoccupied until it is time to drive home. Students are expected to drive slowly on school property and use extreme caution at all times. Students may not drive or have access to their vehicles during the school day without the express permission of their building principal, their designee, or the superintendent of schools.

Students are to park appropriately and in the assigned areas on school property. Student parking shall not be permitted in bus loading zones.

By driving a vehicle to school and parking on school grounds, students consent to having that vehicle searched by school officials if school officials have reasonable suspicion that such a search will reveal a violation of school rules.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

5034
Student Handbooks

The student handbooks are an extension of the Ralston Board of Education policies and have the force and effect of board policy when approved by the board of education.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

5001

Compulsory Attendance and Excessive Absenteeism

Required Attendance

Every person residing in the school district who has legal or actual charge or control of any child who is of mandatory attendance age shall cause that child to attend a public or private school regularly unless the child has graduated from high school or has been allowed to disenroll pursuant to this policy.

Mandatory Attendance Age

All children who are or will turn six years old before January 1 of the current school year are of mandatory attendance age. Children who have not turned eighteen years of age are of mandatory attendance age.

Exceptions

This policy does not apply when temporary illness or severe weather conditions make attendance impossible or impracticable or by the temporary illness of the student or a child whom the student is parenting.

A child who will not reach age 7 before January 1 of the current school year may be excused from mandatory attendance if the child's parent or guardian completes an affidavit affirming that alternative educational arrangements have been made for the child. A copy of the required affidavit is attached to this policy.

Discontinuing Enrollment – 5 Year Old Students

The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request to the superintendent using the form which is attached to this policy. The school district may request written verification or documentation that the person signing the form has legal or actual charge or control of the student. The school district shall discontinue the enrollment of any student who satisfies these requirements. Any student whose enrollment is discontinued under this subsection shall not be eligible to re-enroll in this school district until the beginning of the following school year unless otherwise required by law.

Discontinuing Enrollment – 16 and 17 Year Old Students

Only children who are at least 16 years of age may be disenrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request and submit it to the superintendent using the form which is attached to this policy. The district will follow the procedures outlined on the attached form in considering requests to disenroll.

Only children disenrolling to attend a non-accredited school may be exempt from this with legal or actual charge or control of the child must provide the superintendent with a copy of the signed request submitted

to the State Department of Education for attending non-accredited schools. The superintendent may confirm the validity of the submission with the State Department of Education.

Attendance Officer

Each building principal is designated as an attendance officer for the district. Each building principal, at his or her discretion, may delegate these responsibilities to any other qualified individual. The attendance officer is responsible for enforcing the provisions of state law relating to compulsory attendance. This responsibility includes but is not limited to filing a report with the county attorney of the county in which a student resides. Compensation for the duties of attendance officer is included in the salary for the superintendent or designee.

Excessive Absenteeism

When a student receives five (5) absences or the hourly equivalent in any semester, the Attendance Officer will follow the attached procedure for addressing barriers to the student's attendance.

Reporting Excessive Absenteeism

The building administrator shall report to the county attorney of the county in which the student resides when the school has documented the efforts made that the collaborative plan to reduce barriers identified to improve regular attendance has not been successful and that the child has been absent more than 20 days per year.

Adopted on: August 15, 2017

Revised on:

Reviewed on: June 24, 2019

Compulsory Attendance and Excessive Absenteeism

- A. A student who is absent 5 days or the hourly equivalent per quarter or has been reported as not regularly attending school by any superintendent, principal, teacher or member of the school board shall come to the attention of the school attendance officer. An investigation into violation of the mandatory education law (79-201) will begin. The school will render all services to address barriers to attendance including, but not limited to:
- a. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of the child; and
 - b. One or more meetings between, at a minimum, (i) a school attendance officer, (ii) a school social worker or school administrator or his/her designee, or (iii) the person who has legal or actual charge or control of the child, and (iv) the child, when appropriate, to attempt to address the barriers to attendance. The result of the meeting/s shall be to develop a collaborative plan to reduce barriers identified to improve attendance. Refusal by the parent/guardian to participate will also be documented.

The plan shall consider, but not be limited to:

- a) illness related to physical or behavioral health of the child
- b) educational counseling
- c) educational evaluation
- d) referral to community agencies for economic services
- e) family or individual counseling and assisting the family in working with other community services.
- f) referral to restorative justice practices or services

- B. Upon accumulation of 10 or more absent days or the hourly equivalent a form letter will be sent to the parents/guardians of the child notifying them of the school attendance policy and the compulsory attendance law. Upon accumulation of 15 or more absent days a form letter will be sent to the parents/guardians of the child notifying them of the school attendance policy, the compulsory attendance law, and when the school is required to notify the county attorney.
- C. Parents are responsible to notify and work with building administrators or assignees regarding reasons for absences and any extended or recurring illnesses or family emergencies involved. Illnesses of 3 days or more will require a doctor's statement. If illness continues to be a reason for absences a form may be given to the parents or mailed to the doctor's office to be completed by the student's physician. School authorized or sponsored activities and trips and all suspensions and expulsions that may result in absences from classes are not counted as absences from school under the compulsory attendance policy.
- D. When the collaborative plan has not been successful and a student has reached 20 absent days or the hourly equivalent, the student ~~shall~~ may be referred to the county attorney for violation of the mandatory education law. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. Parents/guardians will be notified prior to any referral to the county attorney. The referral will include a history of attendance issues, an exact update of

days absent and tardy, reasons provided, dates of student enrollment for the current year, a statement summarizing the collaborative plan, and the impact of absences on learning and grades.

Bill Review Schedule for 2022

January 10

Jay
Mary

February 14

Samantha
Merv

March 14

Robin
Liz

April 11

Mary
Samantha

May 9

Merv
Liz

June 13

Robin
Jay

July 11

Mary
Samantha

August 8

Jay
Liz

September 12

Samantha
Merv

October 10

Robin
Liz


November 14

Mary
Jay

December 12

Robin
Merv

Ralston Public Schools
Monthly Administrative Update Foodservice
November, 2022

| | | | | | |
|-----------------|--------------------------|---|--|----------------------------|---------------------|
| November | |  | | | |
| RPS Revenue | | | | RPS Expenses | |
| Cash Sales | Breakfast | \$ 10,486.70 | | District Labor | \$ 88,000.00 |
| | Lunch | \$ 34,640.15 | | District Operating Expense | \$ 110.73 |
| | Student ala Carte | \$ 14,225.65 | | Sodexo | \$ 141,991.84 |
| | Adult ala Carte | \$ 119.75 | | Credit for Commodities | \$ (30,243.27) |
| | Grant from Summer Adults | \$ 4,391.55 | | Total Expenses | \$ 199,859.30 |
| Reimbursements | Breakfast | \$ 41,726.99 | | Total Expenses | |
| | Lunch | \$124,607.80 | | | |
| | Snacks | \$ 1,928.88 | | | |
| | Total Reimbursements | \$232,127.47 | | | |
| | | | | RPS | \$ 32,268.17 |

| | 11/2022 TOTAL MEALS SERVED | 11/2022 MEALS PER DAY | 11/2021 TOTAL MEALS SERVED | 11/2021 MEALS PER DAY |
|-------------------|----------------------------|-----------------------|----------------------------|-----------------------|
| Elementary | | | | |
| Breakfast | 15,540 | 863 | 17,007 | 945 |
| Lunch | 23,234 | 1291 | 25,185 | 1399 |
| | | | | |
| RMS | | | | |
| Breakfast | 1160 | 64 | 1813 | 101 |
| Lunch | 5904 | 328 | 7063 | 392 |
| | | | | |
| RHS | | | | |
| Breakfast | 3539 | 197 | 5432 | 302 |
| Lunch | 9286 | 516 | 12,474 | 693 |
| | | | | |
| RPS Total | | | | |
| Breakfast | 20,239 | 1124 | 24,252 | 1348 |
| Lunch | 38,424 | 2135 | 44,722 | 2484 |

RPS Free and Reduced
November 30, 2022
62.6%

November 2022 Events:



RPS traditional Senior Citizen Thanksgiving at RHS and the KW Thanksgiving returned this year after a covid break, and it was wonderful to be able to do this again. 6th grade students at KW served the meal to all and they did a great job.

Regular monthly training – Chemical hazards and record keeping were reviewed. Several of the food service staff attended the Douglas County Safe Foodhandlers course, and all passed.

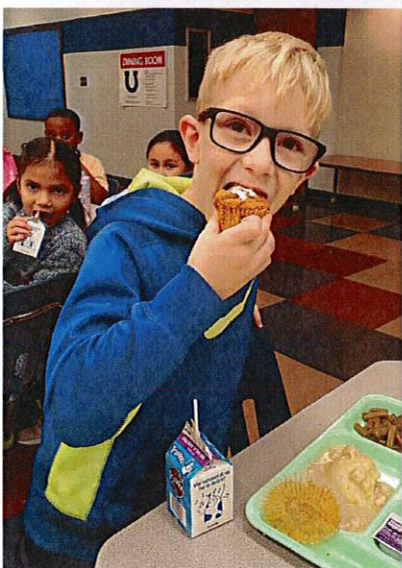
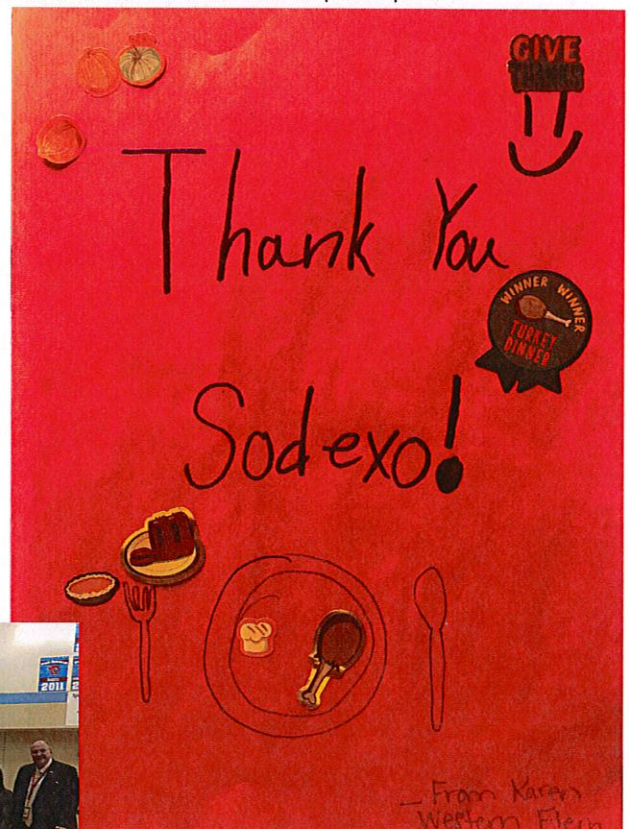
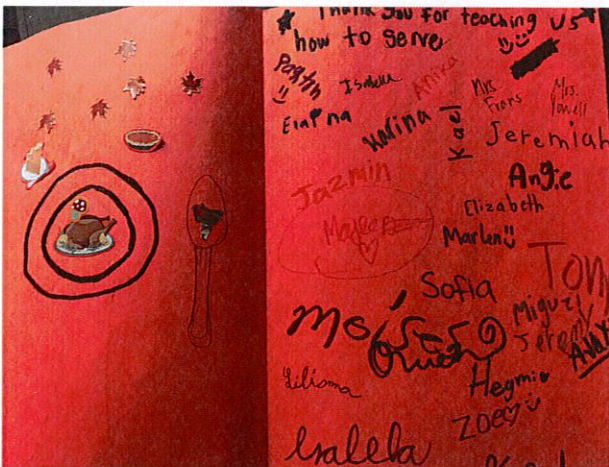
Total foodservice training time: 48 hours

We assisted Meadows with their manners classes. The theme was a Peanuts Thanksgiving this year.

The food service department did 6 days of jeans days in November and we raised \$435 for Whispering Roots. Whispering Roots distributes more than 1300 Thanksgiving meals in Omaha. One of the lead people at Whispering Roots is Anna Curry, who was a student intern with us at RPS a few years ago.

RHS provided nearly 75 clean and empty milk cartons to the Ralston library to be used for gingerbread houses.

Free breakfast was provided for all students taking the ACT test in November. About 15 students participated.



**Ralston Public Schools
Monthly Administrative Update
Food Service – December, 2022**

| December | | | | | |
|-----------------|----------------------|--------------|--|----------------------------|--------------------|
| RPS Revenue | | | | RPS Expenses | |
| Cash Sales | Breakfast | \$ 7,314.15 | | District Labor | \$ 42,789.86 |
| | Lunch | \$ 25,589.45 | | District Operating Expense | \$ 92.85 |
| | Student ala Carte | \$ 10,072.05 | | Sodexo | \$ 97,651.41 |
| | Adult ala Carte | \$ 122.50 | | Credit for Commodities | \$ (7,997.10) |
| Reimbursements | Breakfast | \$ 25,305.19 | | Total Expenses | \$ 132,537.02 |
| | Lunch | \$ 94,606.82 | | | |
| | Snacks | \$ 1,450.44 | | | |
| | Total Reimbursements | \$164,460.60 | | | |
| | | | | RPS | \$31,923.58 |

| | 22/23 TOTAL MEALS SERVED | 22/23 MEALS PER DAY | 21/22 TOTAL MEALS SERVED | 21/22 MEALS PER DAY |
|-------------------|-----------------------------|---------------------------|-----------------------------|------------------------|
| Elementary | | | | |
| Breakfast | 11,154 | 930 | 12,424 | 956 |
| Lunch | 16,896 | 1408 | 18,399 | 1415 |
| | | | | |
| RMS | | | | |
| Breakfast | 905 | 75 | 1409 | 108 |
| Lunch | 4249 | 354 | 4884 | 376 |
| | | | | |
| RHS | | | | |
| Breakfast | 2138 | 178 | 3873 | 298 |
| Lunch | 7317 | 610 | 8619 | 663 |
| | | | | |
| RPS Total | | | | |
| Breakfast | 14,197 | 1183 | 17,706 | 1362 |
| Lunch | 28,462 | 2372 | 31,902 | 2454 |

**Free and Reduced
63.1%
December 31, 2022**

December 2022 Events:



In December, Elf on the Shelf was played in all elementary kitchens.

Regular monthly training – Cold weather safety, bloodborne pathogen, eye and face protection and proper handling of leftovers. Total foodservice training time: 29 hours. Douglas County Safe Food Handler training was completed by all staff.

Free breakfast was provided for all students taking the ACT test in December. About 20 students participated.

A Parents Advisory Committee meeting was held on December 5, 2022.

Chuck Petrmichl, from General Mills, came to RHS for breakfast on December 9, and he sampled Yogo coolers. These are flavored drinks made with yogurt. The drinks use sugar free caramel and chocolate and French vanilla syrup and instant decaf coffee. They were well received by the breakfast students.

The last two days of school before the holiday break were snow days and this meant that we were caught with a lot of milk. The milk company doesn't take it back once it is delivered. As a result, we donated milk to the Foodbank of the Heartland, the Sienna Francis House, the Stephen Center, and New Visions Homeless Services.



Nutrition • Achievement • Environment • Community • Activity