

Board of Education Regular
Meeting/Business
Monday, September 25, 2023 6:00 PM

Virginia Moon Administrative Center
8545 Park Dr
Ralston, NE 68127-3621

Agenda

1. Call To Order
Speaker(s): Board President
2. Pledge of Allegiance
Speaker(s): Board President
 - 2.1. Roll Call - Excuse Board Members not in attendance
Speaker(s): Board President
3. Public Comment Sign In Procedure
 - 3.1. Public Comment
4. Consent Agenda (Action)
Speaker(s): Board President
5. Board Development and Communication
 - 5.1. Board Members' Update
6. Superintendent's Report
Speaker(s): Superintendent
 - 6.1. Building Projects update
Speaker(s): Jason Buckingham
 - 6.2. Government Relations Update
Speaker(s): Jason Buckingham
 - 6.3. NASB Updates and Information
Speaker(s): Mrs. Elizabeth Kumru
 - 6.4. BOE Retreat Agenda
Speaker(s): Jason Buckingham
 - 6.5. Superintendent Evaluation Update
Speaker(s): Jason Buckingham
 - 6.6. Enrollment Update
Speaker(s): Anne Harley
 - 6.7. Summer School Presentation
Speaker(s): Malachi Behrens
 - 6.8. School Improvement Update
Speaker(s): Mike Rupprecht
 - 6.9. Staff Professional Development Calendar Review
Speaker(s): Sara Zabrowski-Gates
7. Standards Based School Improvement
 - 7.1. 2023/2024 District Budget Adoption (Action)
Speaker(s): Jason Buckingham
 - 7.2. 2023/2024 District Tax Request Resolution (Action)
Speaker(s): Jason Buckingham
 - 7.3. Attendance Proclamation for September/October
Speaker(s): President Richards

8. Pre-Adjournment Information and Activities
 - 8.1. Announcements
 - 8.2. Board of Education Supplemental Meeting Information
 - 8.3. Future Board Calendar
 9. Adjourn
 10. Staff Professional Development Calendar Review
- Speaker(s):** Sara Zabrowski-Gates

2009 Public Participation at Board Meetings

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

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

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

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

Adopted on: March 25, 2019

Revised on:

Reviewed on: March 25, 2019

Ralston Board of Education Public Comment Procedures

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

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

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

Public Participation at Board Meetings Form

**Ralston Board of Education
PUBLIC COMMENTS**

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

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

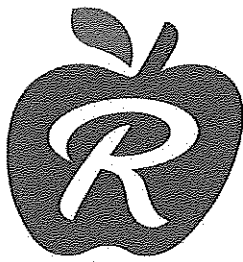
PLEASE PRINT

Name _____ Date _____

Address _____

City _____ State _____ Zip Code _____

Subject of Public Comment: _____



Ralston

PUBLIC SCHOOLS

Mr. Jason Buckingham
Superintendent

Dr. Aaron Bredenkamp
Assistant Superintendent for Business

Dr. Anne Harley
Assistant Superintendent for Teaching & Learning

September 25th, 2023

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

To Whom It May Concern:

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

Emily Kern

(SSN withheld)

Sincerely,

Mr. Jason Buckingham
Superintendent
Ralston Public Schools

Achievement. Character. Technology.

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

Monday, September 11, 2023

The Ralston Public Schools Board of Education met in open and public session on September 11, 2023. The Board of Education held a District Budget Hearing at 5:30 pm and a District Tax Request Hearing at 5:45 pm.

The regular Board of Education meeting started at 6:00 pm. All three meetings took place at the Virginia Moon Administrative Center, 8545 Park Drive, Ralston, NE. The District provided advance notice by publication in The Omaha Daily Record and on the District’s website, www.ralstonschools.org.

Call to Order

Board President, Mrs. Robin Richards, called the meeting to order at 6:00 pm.

Roll Call

All Board members were present. In addition to the Board members, those in attendance included Mr. Jason Buckingham, Dr. Anne Harley, Dr. Aaron Bredenkamp, Dr. Mike Rupprecht, Mrs. Melissa Stolley, Mr. Jim Frederick, and Mrs. Marci Carroll.

Consent Agenda

Consent agenda items included minutes from the August 28th meeting; August Financial Report, August bills in the amount of \$400,894.76 for the General Fund, and \$2,967,316.57 for the Special Building Fund. Prior to the meeting, Mrs. Liz Kumru and Mrs. Carrie Hough reviewed the bills. Local Substitute Certificate for Dominique Elliott. Motion to approve the consent agenda was made by Mrs. Liz Kumru and seconded by Mrs. Carrie Hough.

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

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Each Board member remarked how much they enjoyed the new Rams softball field dedication on September 5th. The dedication activities included speeches, a ribbon cutting ceremony, bringing back former head coaches, a ceremonial first pitch, and honoring Dr. Mark Adler by naming the new field the “Dr. Mark Adler Softball Field.” Board members stated how wonderful it was to see the community come out and celebrate this great event.

Mrs. Liz Kumru spent the week traveling to the elementary schools with professional storyteller, David Novak. The students were very entertained by his imaginative stories. Mrs. Katie Krause and her family attended the Seymour Elementary picnic and loved the food, fun, and getting to meet other Seymour families.

Mrs. Robin Richards enjoyed attending the 2022-2023 RHS Academic Honors Assembly and watching the Ram Pride band play at the Husker Tailgate at The Granary Green in downtown Ralston.

District Financial Report

Dr. Aaron Bredenkamp provided a financial report for the month of August.

Building Projects Update

Mr. Buckingham provided an update on the Future Ready Ralston Bond Initiative. Highlights included:

Meadows

- Punch list items nearly complete, building is nearly complete, waiting on a countertop and a couple of built in teacher desks.

Blumfield

- Working on site logistics and impending move, dates reserved for move over Thanksgiving, Nov. 21, 22 and 25
- Building Permit approved

Wildewood

- Patching in parking lot and main stair commencing
- Curbs for the rooftop units are being set this week
- Ceiling grid install is progressing, painting is complete in the former primary wing
- Rough in's complete in almost all RR
- Preparing to shift from old electrical gear to new wiring next week
- Window replacement is starting

Mockingbird

- Tie ins for the walls and decking is complete for $\frac{2}{3}$ of the building, work to finish above the tornado shelter.
- Gym and music room roof is complete
- Beginning to form up the 2nd floor for pouring
- Asbestos contractors on site last week, preparing a plan for safe demo of the building this summer.
- Paint has been applied on a test panel.

Ralston High School

- Softball field and main building is up and operational.
- Lighting programming is nearing completion
- Work to pick upon the baseball side over the next month and a half

Government Relations

Mr. Buckingham stated the District Lobbyist, Joe Kohout, will attend the next meeting to update the Board on current legislative issues.

NASB Update

Mrs. Liz Kumru reminded the Board about the Area Membership meeting in La Vista on September 19th.

Enrollment Update

Dr. Anne Harley reported the enrollment numbers are very close to the same time as last year. RPS has a total of 20 additional students compared to the 2022-2023 school year.

Alternative Education Presentation

Mr. Tyler Barna, Program Director, presented information for our alternative education program known as the RISE (Ralston Individualized Student Education). Mr. Barna stated that the RISE serves students with various needs which include but are not limited to:

- Attendance concerns
- Behavior concerns
- Credit deficiency
- Need more than four years to graduate
- Transitioning from other placements

The RISE offers students academic instruction through a program called Edgenuity, which allows for self-paced instruction. The RISE currently serves a total of 70 students; however, this number fluctuates as students move in and out of the program.

Mr. Barna shared some of his student success stories and some of the challenges these students face. He also stated areas of growth include improving the attendance rate, community engagement, and facility improvements.

School Safety Presentation

Each year, the administration informs the Board of Education on the RPS Safety Program. Mrs. Melissa Stolley presented information on the Standard Response Protocol, which is the backbone of our security plan. The district is required by law to have students and staff practice a variety of safety drills throughout the year.

The SRP plan includes the five specific actions that can be performed when there is an incident or an emergency. Mrs. Stolley reviewed the components of each action which are: HOLD, SECURE, LOCKDOWN, EVACUATE, or SHELTER. Mrs. Stolley also reported there is a separate Standard Response Protocol handout available for parents. The document provides parents/guardians with information they need to know, and what their role is, in the event of a school emergency. It also provides information on how parents are notified and where their child would need to be picked up in the event students are evacuated from their building.

STANDARDS BASED SCHOOL IMPROVEMENT

Emily Trujilo and Hannah Hazuka Early Graduation Request

Mrs. Liz Kumru motioned to approve the two semester early graduation requests for Emily Trujilo and Hannah Hazuka at the completion of the 2023-2024 school year upon successful completion of all graduation requirements. The motion was seconded by Mrs. Katie Krause.

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

Tax Request Authority

Ms. Mary Roarty motioned to approve the resolution as written, allowing the Board flexibility in determining this year and future year's property tax authority. The motion was seconded by Mrs. Samantha Willey.

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

POLICY REVIEW

No policies were reviewed.

Executive Session

The Board voted to move into Executive Session to discuss legal matters at 7:26 pm. Motion was made by Mrs. Liz Kumru and seconded by Mrs. Katie Krause.

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

The Board voted to move out of Executive Session and adjourn the regular meeting at 8:01 pm.
Motion was made by Mrs. Carrie Hough and seconded by Mrs. Katie Krause.

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

The next regular meeting is scheduled for September 25, 2023, at 6:00 pm.

Mrs. Robin Richards, President

Mrs. Samantha Willey, Secretary

Bond Planning/Update Agenda

September 21, 2023

- ME
 - Punch list items nearly complete, building is nearly complete, waiting on a countertop and a couple of built in teacher desks
- BL
 - Working on site logistics and impending move, dates reserved for move over Thanksgiving, Nov. 21, 22 and 25
 - Building Permit approved
 - Asbestos report and bids due next week
- WW
 - Pavement tearout is continuing on the East half of the drive
 - Ceiling grid and lights and some flooring installed in old primary wing
 - Remaining roof top units are on track for end of September
 - New RR are being tiled both floor and walls
 - Framing is nearing completion in several areas
- MB
 - Several more subcontractors on site, electrical, roofing, plumbing, iron workers, concrete workers and masons are all working. Glaziers are to follow once painting is complete
 - Topping out ceremony? Interest from the BOE
 - Asbestos bids are due next week

September 11, 2023

- ME
 - Punch list items nearly complete, building is nearly complete, waiting on a countertop and a couple of built in teacher desks
- BL
 - Working on site logistics and impending move, dates reserved for move over Thanksgiving, Nov. 21, 22 and 25
 - Building Permit approved
- WW
 - Patching in parking lot and main stair commencing
 - Curbs for the rooftop units are being set this week
 - Ceiling grid install is progressing, painting is complete in the former primary wing
 - Rough in's complete in almost all RR

- Preparing to shift from old Electrical gear to new wiring next week
- Window replacement is starting
- MB
 - Tie in's for the walls and decking is complete for $\frac{2}{3}$ of the building, work to finish above the tornado shelter.
 - Gym and music room roof is complete,
 - Beginning to form up the 2nd floor for pouring
 - Asbestos contractors on site last week, preparing a plan for safe demo of the building this summer.
 - Paint has been applied on a test panel.
- RHS
 - Softball field and main building is up and operational.
 - Lighting programming is nearing completion,
 - Work to pick upon the baseball side over the next month and a half.

August 31, 2023

- ME
 - Punch list items are being completed
- MB
 - Continued work on trusses, decking and roofing taking place, gym is nearly complete
 - Sample panels are painted to show color schemes
 - Asbestos testing of the old building is ongoing
 - Temp. Electrical is being installed in the lower section, along with some conduit in the gym
 - Retaining wall on West side of the building will start next two weeks
- WW
 - Driveway demo phase II to begin next week
 - Inspections for plumbing, electrical, insulation and framing are all ongoing and have been passed to date.
 - Lighting installs and panel work ongoing
 - Framing is nearly up to the gym/cafeteria area
 - Ceiling grid install is starting in the old primary area
 - Painting and some tile work is happening in the primary area
- BL
 - Beginning the plan for mobilization and site planning (trailer location)

August 17, 2023

- ME
 - Move in is complete, security, fire and alarm system are all functioning
- KW
 - Fire, intruder and camera systems are all functioning
 - A few heat pumps are left to replace
 - Parking lot work is complete
- MB
 - 2nd story work is taking place
 - Roof work commencing on parts of the building
 - Nearly all poured walls are complete
 - Roof decking work is progressing
 - Asbestos inspection is continuing
- WW
 - Inspections have all cleared so far for electrical, plumbing and framing
 - Two new roof top units have arrived for HVAC
 - Electrical work is progressing,
 - Drywall work is taking place in the East half of the building
 - Potential completion as early as 10/31
- BL
 - Contracts mostly returned, off hour inspections of the building are taking place
- RHS
 - Turf is installed on the softball side,
 - Building is complete
 - Lights, scoreboard are both operable
 - Opening ceremony Sept 5
- SY and RMS
 - Work continuing on design and Preconstruction work.
 - Some demo may take place on off hours prior to summer of 2024.

August 3, 2023

- ME
 - Move complete, buttoning up punch list
 - Gym to be painted,
 - Network uplink ongoing

- Parking lot complete
- Exterior lights finished
- KW
 - On to punch list items
 - Some minor network cabling to complete, network is being linked, AP's on Monday
 - Gym lights are complete
- MB
 - More walls are poured and erected, should be finished with walls in the next month.
 - Hollow core for tornado shelter to be delivered, floor poured in the next two weeks
 - Decking has been installed on a good part of the N. end of the building, roofers to begin two weeks
- WW
 - Pouring driveway on 8/3. Should be ready by 8/10
 - Duct work is nearly complete
 - Electrical and flooring demo nearly complete
 - Underground plumbing is almost done.
- BL
 - Contracts are ready for submission from subcontractors.
- RHS
 - Building work is near complete
 - Lighting should be ready to go very soon
 - Turf to be delivered once it stops raining
 - Ongoing sidewalk and grading work
- SY and RMS
 - Precon meeting on 8/10 to establish scope of projects
 - HVAC at RMS is concluding for the summer, work remaining will be completed at off times during the school year. Wrap up by Christmas

July 22, 2023

- Meadows
 - Work continuing on interior finishes
 - Hallway tile
 - Boxlights
 - Lighting

- Ceiling pads
 - Painting
 - Driveway pour is complete, parking lot work continuing
 - Move in set for July 24-26
 - Onsite tour for Meadows staff on 7/21
- WW
 - Demolition near complete
 - West half of driveway to be demoed and repoured before August 10
- MB
 - More walls have been erected,
 - Utility work complete, 93rd N. bound is reopened. Two pours left on S. bound 93rd
- KW
 - HVAC units are mostly up and running,
 - Custodians have been onsite this week working on cleaning classrooms
 - Fire sprinkler system nearly complete
 - Work continuing on repouring front drive and exit from the parking lot
- RMS
 - HVAC units are in varying degrees of installation and completion. Much work needs to be done to get the building up to 100% climate controlled by 8/10, several crews including plumbers, electricians and tinnners are on site working on installation,
 - Building is currently comfortable, and gets somewhat more cool with each new unit installed.
- RHS
 - Softball field turf is due to be installed in August.
 - Back driveway has been mostly poured, more work to come on the approach and the parking stalls
 - Field should be accessible for play, but the surrounding areas around the RR/Concession stand/Pressbox may not be ready for opening, this
 - may require the season starting at Crown/Wager until the site is safe enough for players and fans.
- Misc
 - CM@R selection process should be completed by 7/24, finalists are Weitz and Boyd Jones

- 2nd Tranche of bonds are sold, we came out pretty good as there was a bidding war on some of our bonds. Interest rates are higher, but are much lower than we estimated at the outset of the project.

July 10, 2023

- Meadows
 - Work continuing on interior finishes
 - Hallway tile
 - Boxlights
 - Lighting
 - Ceiling pads
 - Painting
 - Driveway to be poured this week
 - Move dates set for July 24-26
 - Bay Meadows project is complete
- WW
 - Demolition is moving along well, some framing is to start this week
 - A good portion of new duct work is already in place.
 -
- MB
 - New walls have been poured and erected, next set of walls are being framed and should be ready for lifting in 2 weeks
- KW
 - Multiple meetings with contractors, more electricians on site,
 - HVAC to begin turning on units on July 14.
 - Fire line nearly complete
 - Painting to be completed by next week
 - Custodians to begin the process of cleaning the building starting July 19
- RMS
 - 20 new heat pumps are installed, another 23 console units are up and running.
 - Trying to have a total of 93 units installed at RMS prior to school opening.
 - Upstairs at RMS may run on the old units to start school.

June 19, 2023

- Meadows
 - Driveway work is progressing, demo and grading near complete

- Most drywall work is complete, most priming of walls is ongoing, some rooms have received first coat of paint
- Ceiling grids are in various stages of completion, some flooring has taken been installed
- After July 4, some Boxlights will begin to be installed
- Lighting complete in some rooms
- Additional concrete tear out and replace to be added to the scope of work
- Preliminary date for movers has been established for July 24-26.
- WW
 - Gas and water shut off, electrical has been made safe
 - VAV's are installed in the primary wing
 - Saw cuts for new sewer lines are scheduled for next week
 - West half of driveway to be replaced by 8/10
 - Meeting w/ First Student on WW transportation plan
 -
- MB
 - Utility work is continuing underground, some locations will be repoured soon
 - East side walls to be poured over the next two weeks, bricks are being installed
 - Floor is completely poured on the academic wing,
 - South gym walls are also to be poured.
 - Beginning to work on logistics of old building demolition
- KW
 - Timeline is tracking for drywall and ceiling completion,
 - HVAC is a concern at this time, meeting held 6/20
 - Front driveway loop is being replaced
 - Roofing project to conclude in the next week
 - Additional concrete replacement to be added to scope of work
- RHS
 - Building is in the punch list phase,
 - Grading and rock continues to be installed
 - Dugouts are poured for both fields
 - Scoreboards have been installed
- BL
 - GMP has been approved, subcontractors are being scheduled for the project
- RMS
 - HVAC work continuing, meeting w/ contractor 6/20

- Bay Meadows
 - Work began Friday 6/16, to be completed 6/23

May 22, 2023

- Met w/ Scott Keene, updated 2nd bond resolution
- Met w/ KW roof contractor McKinnis roofing, project to start 2nd week of June
- BB/SB project update, concession stand is near completion, driveway tearout is beginning
- Finalizing BL plan for bid submission
- Met w/ CM@R candidate(s) regarding scope of phase 2
- Technology demo meeting at KW
- WW to move 5/23-5/25

May 5, 2023

- Bid walkthrough at Blumfield, over 40 subcontractors attended
- Preconstruction meeting held for KW w/ contractor and HVAC
- CM@R documents prepared for BOE meeting
- Bond Draw #2 discussion scheduled w/ Piper
- Cooling tower is online and running at RMS!

April 24, 2023

- Meadows Elementary is settled in at WCC, two weeks under their belt at this point. More than 25% of their time at WCC is complete.
- Mover for WW has been identified, school to end a few days early to facilitate WW packing and preparation for the move.
- Finalizing Blumfield plan, structural HVAC engineering work is ongoing
- BB/SB on site inspection, tour of new building has been conducted, floor is poured, connection to storm sewer for field run off has been made.
- Architect/attorney meeting by phone, preparing for potential CM@R contract for last rounds of construction, (BOE discussion upcoming)
- Staff meeting with contractor and staff at KW regarding the upcoming renovation project
- Cooling tower at RMS has been installed, work is ongoing and should have A/C restored prior to May 1.

April 3, 2023

- Meadows is substantially moved, needed items in place at WCC, rest of materials are either in the gym or in storage. Remainder to be moved in the next two weeks
- Asbestos removal and demolition are underway, initial plumbing and electrical work have commenced.
- Meeting with KW contractor and subs regarding electrical and fire suppression
- BA/SB concession stand framing is near complete, building will be weathered in by mid-April
- Dirt work to take place at the fields starting next week
- Pouring of walls continues at MB, crane is scheduled for wall erection in the next two weeks
- Blumfield page turn

March 20, 2023

- Met at Meadows w/ contractor and moving company to solidify moving plan for April 1
- Meeting on Meadows transportation plan 3/21
- BB/SB field meeting, timelines are beginning to take shape for field completion, underground utility work has started.
- OAC meeting for MB/ME/WW/BL plans
- KW preconstruction meeting held with general contractor, electrician and painting subcontractors.
- Met w/ Seymour staff to outline construction timeline for summer 2024

March 6, 2023

- Bid awarded to Midwest DCM
- Blumfield plan presented to teaching staff
- Construction plan presented to RMS teaching staff
- Meadows Library book move plan
- BB/SB field construction meeting, masonry work is nearly complete on the concession stand
- Bay Meadows project shared with Mrs. Telecky, she is reviewing our Hold Harmless agreement

February 20, 2023

- Bid opening for KW completed 2/17
- Architects currently working on Blumfield plans
- Tour for BOE members at WCC
- First BB/SB building OAC meeting, progressing on building block walls
- Camera bid for KW and WW in progress

February 6, 2023

- Continued work at MB to dry out/thaw out ground for lower level pour, lower level to be complete by Wednesday
- Light bases and light pole installation occurring at RHS
- KW pre-bid walkthrough on Tuesday
- BL initial plans are available
- Meadows, continuing to prepare for move in April. Boxes are on site, staff is slowly packing, additional dumpster to be on site
- Met on HVAC control system for WW
- WW GMP completed
- Meeting held on RHS HVAC project
- Bid opening for cameras completed, Prime is lowest bidder
- KW page turn completed
- Presentation to KW staff on building project
- Met on Bay Meadows Park project with engineer and contractor
- Shared Blumfield initial plan with Principal
- Met on dugout change order for RHS
- Meeting w/ Scott Keene on bonds
- Flythrough for WW will be ready this week
-

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 tranche.
- 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

2024 Legislative Session*

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

Sun	Mon	Tues	Wed	Thur	Fri	Sat
February						
				1	2	3
				DAY 20	DAY 21	
4	5	6	7	8	9	10
	DAY 22	DAY 23	DAY 24	DAY 25	RECESS	
11	12	13	14	15	16	17
	DAY 26	DAY 27	DAY 28	DAY 29	RECESS	
18	19	20	21	22	23	24
	HOLIDAY	DAY 30	DAY 31	DAY 32	DAY 33	
25	26	27	28	29		
	RECESS	DAY 34	DAY 35	DAY 36		

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

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

Federal & State Holidays

January 15 – Martin Luther King Jr. Day
 February 19 – Presidents' Day

Legislative Recess Days

January 29
 February 9, 16, 26
 March 1, 8, 11, 22, 29
 April 1, 8, 12, 15, 16, 17

*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 68509-4604

As of 08/2023

Senator	District	Capitol Phone	Room	City
Aguilar, Raymond	35	471-2617	1118	Grand Island
Albrecht, Joni	17	471-2716	1404	Thurston
Arch, John	14	471-2730	2103	La Vista
Armendariz, Christy	18	471-2618	10 th Floor	Omaha
Ballard, Beau	21	471-2673	10 th Floor	Lincoln
Blood, Carol	3	471-2627	1021	Bellevue
Bosn, Carolyn	25	471-2731	1529	Lincoln
Bostar, Eliot	29	471-2734	1012	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	1008	Omaha
Cavanaugh, Machaela	6	471-2714	1115	Omaha
Clements, Robert	2	471-2613	1004	Elmwood
Conrad, Danielle	46	471-2720	1206	Lincoln
Day, Jen	49	471-2725	1018	Omaha
DeBoer, Wendy	10	471-2718	1114	Bennington
DeKay, Barry	40	471-2801	1015	Niobrara
Dorn, Myron	30	471-2620	1208	Adams
Dover, Robert	19	471-2929	2011	Norfolk
Dungan, George	26	471-2610	1016	Lincoln
Erdman, Steve	47	471-2616	1124	Bayard
Fredrickson, John	20	471-2622	2015	Omaha
Halloran, Steve	33	471-2712	1022	Hastings
Hansen, Ben	16	471-2728	1402	Blair
Hardin, Brian	48	471-2802	2004	Gering
Holdcroft, Rick	36	471-2642	10 th Floor	Bellevue
Hughes, Jana	24	471-2756	10 th Floor	Seward
Hunt, Megan	8	471-2722	2107	Omaha
Ibach, Teresa	44	471-2805	1110	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	1017	Central City
Lowe, John S., Sr.	37	471-2726	1019	Kearney
McDonnell, Mike	5	471-2710	1101	Omaha
McKinney, Terrell	11	471-2612	1212	Omaha
Moser, Mike	22	471-2715	1202	Columbus
Murman, Dave	38	471-2732	1107	Glenvil
Raybould, Jane	28	471-2633	10 th Floor	Lincoln
Riepe, Merv	12	471-2623	2010	Ralston
Sanders, Rita	45	471-2615	2028	Bellevue
Slama, Julie	1	471-2733	1117	Sterling
Vargas, Tony	7	471-2721	1000	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	2000	Lincoln

2023 NEBRASKA UNICAMERAL LEGISLATURE

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 District # State Capitol
 PO Box 94604
 Lincoln NE 68509-4604

As of 5/1/2023

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1	Slama, Julie	(402) 471-2733	1117	Sterling
2	Clements, Robert	(402) 471-2613	1004	Elmwood
3	Blood, Carol	(402) 471-2627	1021	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	1115	Omaha
7	Vargas, Tony	(402) 471-2721	1000	Omaha
8	Hunt, Megan	(402) 471-2722	2107	Omaha
9	Cavanaugh, John	(402) 471-2723	1008	Omaha
10	DeBoer, Wendy	(402) 471-2718	1114	Bennington
11	McKinney, Terrell	(402) 471-2612	1212	Omaha
12	Riepe, Merv	(402) 471-2623	2010	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	1402	Blair
17	Albrecht, Joni	(402) 471-2716	1404	Thurston
18	Armendariz, Christy	(402) 471-2618	10 th Floor	Omaha
19	Dover, Robert	(402) 471-2929	2011	Norfolk
20	Fredrickson, John	(402) 471-2622	2015	Omaha
21	Ballard, Beau	(402) 471-2673	10 th Floor	Lincoln
22	Moser, Mike	(402) 471-2715	1202	Columbus
23	Bostelman, Bruce	(402) 471-2719	1210	Brainard
24	Hughes, Jana	(402) 471-2756	10 th Floor	Seward
25	Bosn, Carolyn	(402) 471-2731	1529	Lincoln
26	Dungan, George	(402) 471-2610	1016	Lincoln
27	Wishart, Anna	(402) 471-2632	2000	Lincoln
28	Raybould, Jane	(402) 471-2633	10 th Floor	Lincoln
29	Bostar, Eliot	(402) 471-2734	1012	Lincoln
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47	Erdman, Steve	(402) 471-2616	1124	Bayard
48	Hardin, Brian	(402) 471-2802	2004	Gering
49	Day, Jen	(402) 471-2725	1018	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

#liveNASB

#weLIVEhere

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



WELCOME - YOUR ROLE

Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere



1,960,000 Nebraskans 324,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

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)

TABLE OF CONTENTS

Welcome - Your Role, Advocacy & Engagement	2-3
Your 2023-24 State Senators	4-5
Your 2023 NASB Legislation Committee	6
NASB Positions: What Does This Represent?	7
Your 2023 Legislative Resolutions	8
Your NASB Standing Positions	9-15

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



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Nebraska Legislature: www.nebraskalegislature.gov

Senators Web Pages: www.nebraskalegislature.gov/senators

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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



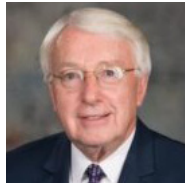
Sen. John Cavanaugh
District 9
Omaha



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



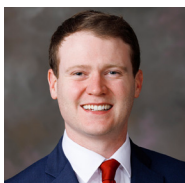
Sen. Christy Armendariz
District 18
Omaha



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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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



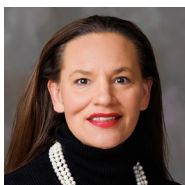
Sen. Tom Brewer
District 43
Gordon



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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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.

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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.

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... 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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108TH LEGISLATURE, 1ST SESSION

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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108TH LEGISLATURE, 1ST SESSION

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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108TH LEGISLATURE, 1ST SESSION

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 2023/2024

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, **reduces the tax base for the purpose of funding private 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

NASB BOARD NOTES

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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ADVOCACY HANDOUT

FOR THE NOVEMBER 17, 2023 NASB DELEGATE ASSEMBLY

YOUR 2023 ADVOCACY HANDOUT IS NOW POSTED

The NASB Advocacy Handout of proposed changes to the bylaws, standing positions and legislative resolutions for your review prior to the 2023 Delegate Assembly is now posted on the NASB website. To better prepare you and your board's voting representative for the Delegate Assembly, please download, review, and bring this Handout with you to Omaha.

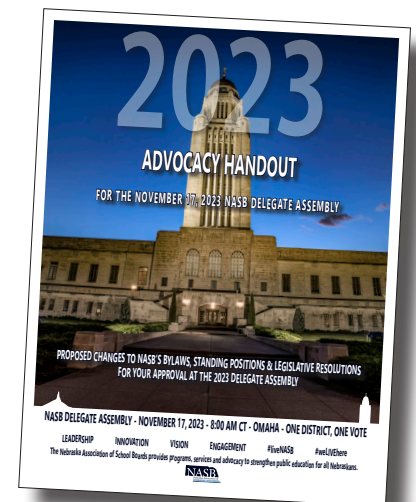
<https://members.nasbonline.org/government-relations/nasb-advocacy-handbook>

This year's Delegate Assembly will take place Friday, November 17, at 8:00 AM, in conjunction with the State Education Conference, at the CHI Health Center - downtown Omaha. All items within the Advocacy Handout will be considered by this Assembly.

If you haven't already, each board should select one board member to represent the district or ESU as the voting delegate, although multiple members from each board may attend. As a school board member, this is YOUR chance to be heard and help craft the 2024 legislative and leadership initiatives for NASB.

Why is it important your district is represented at the Delegate Assembly?

- The Delegate Assembly determines NASB's annual legislative and leadership agenda.
- The Delegate Assembly is a key cog in securing laws, regulations, and a vision in Nebraska to benefit public education.
- The Delegate Assembly is where your voice can be heard.
- The Delegate Assembly is your governance meeting for the entire year.
- The Delegate Assembly allows for equal representation. One district. One vote.



The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans. Learn more at www.NASBonline.org

TRAINING, NETWORKING, ENGAGEMENT & EVENTS

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<https://members.nasbonline.org/events>



Your Monthly Board Agenda Update Video Links from NASB

<https://members.nasbonline.org/news-resources/video-library>



Area Membership Meeting - September 27 - Nebraska City

State Education Conference - Registration is Open!



NASA/NASB Labor Relations Conference - October 4-5 - Lincoln

Negotiations, Legal Updates & Best Practices for Labor Relations - Registration closes Friday, September 29

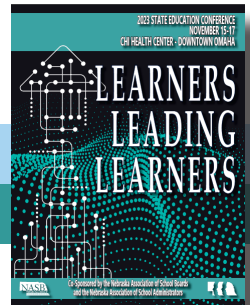
Learn more & register now at <https://www.ncsa.org/events/labor-relations-6>



New Board Member Workshop - November 1 - Kearney

State Education Conference - November 15-17 - Omaha

Learners Leading Learners



2024 dates are now posted to the Events page of www.NASBonline.org

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

THE 2023 STATE EDUCATION CONFERENCE

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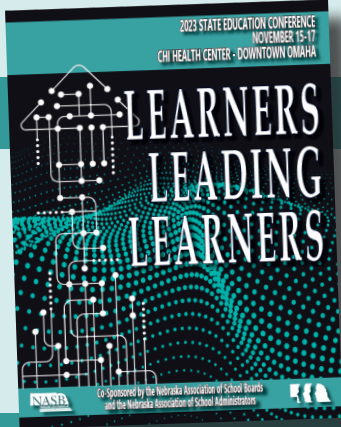
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<https://members.nasbonline.org/events/state-education-conference>

NOVEMBER 15-17 - CHI HEALTH CENTER - DOWNTOWN OMAHA

Registration is open now for the 2023 State Education Conference. You won't want to miss this annual event where over 1,000 school leaders and board members gather to learn and network. There will be two pre-conferences, three general sessions, over 50 breakout sessions, over 100 vendors, and unlimited opportunities to grow in your role supporting public education.

Hotel room requests open at 10:00 AM CT on Wednesday, September 27. You must already be registered for Conference in order to participate in the hotel room booking process.

GET INVOLVED ... CLASSROOM SHOWCASE

This is an opportunity for students and teachers to demonstrate projects and programs that reflect the integration of technology in curriculum. The Classroom Showcase is scheduled for 8:00 to 11:30 AM, Friday, November 17, 2023. Contact Julie Moore at executivedirector@netasite.org with questions or to sign up.

GET INVOLVED ... STUDENT VOICES

Nominate a student from your district to participate in the panel discussion where they can offer their perspective on a variety of issues. Our goal for the session this year is to include students from all levels of High School achievement and participation. We would love to see some students that will pursue a 2-year degree, some that may enter the Military or workforce after graduation, in addition to those who plan to pursue a 4-year degree. Special consideration will be given to nominees who have overcome obstacles to be successful. This breakout session will take place Thursday, November 16 from 2:15 to 3:15 PM.

Visit <https://members.nasbonline.org/events/state-education-conference> to download the nomination form. Nominations should be emailed to Sharon Endorf at sendorf@NASBonline.org by October 6.

GET INVOLVED ... CALL FOR MODERATORS

Board members, superintendents, and administrators are invited to serve as breakout session moderators at the following times:

- Thursday, November 16 - 9:45 AM (A Sessions), 11:15 AM (B), 2:15 PM (C), 3:30 PM (D)
- Friday, November 17 - 9:15 AM (E), 10:30 AM (F)

Please email Sharon by October 6, if you would be interested in helping. All volunteers will receive 5 award points towards their Awards of Achievement. Thanks in advance for your help!

KEYNOTE SPEAKERS



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BOARD CALENDAR AGENDA ITEMS FOR YOUR MONTHLY MEETINGS

<https://members.nasbonline.org/board-leadership>



Each month, this space reflects recommended regular board meeting agenda items to include in the upcoming board meeting agenda. Please contact Marcia at mherring@NASBonline.org if you have questions or recommendations for improving the Board Meeting Annual Calendar.

View the full calendar at: <https://members.nasbonline.org/board-leadership/resources>

OCTOBER BOARD AGENDA ITEMS

In addition to routine agenda items, time sensitive topics include:

ACCOUNTABILITY AND STUDENT ACHIEVEMENT REVIEW

I. District Assurance Statement. On or before **November 1**, the school district must submit their Rule 10 Accreditation Assurance Statement to NDE. The statement must be signed either by the superintendent and/or a member of the governing board. The Assurance Statement should be presented to the board for review once complete.

II. ESU Assurance Statement. On or before **November 1**, the ESU must submit their Rule 84 Assurance Statement to NDE. This rule is intended to support ESUs in effectively and efficiently supporting school systems in this state and to establish the minimum level of performance for accreditation.

III. Fall Membership Report. On or before **November 1**, the superintendent of each school district shall submit to the Commissioner of Education a report described as the annual financial report showing (i) the amount of money received from all sources during the year and the amount of money expended by the school district during the year, (ii) the amount of bonded indebtedness, (iii) such other information as shall be necessary to fulfill the requirements of the Tax Equity and Educational Opportunities Support Act and section § 79-1114, and (iv) such other information the Commissioner directs.

ADVOCACY

I. Appoint local board Delegate Assembly Representative – notify Matt Belka @ mbelka@NASBonline.org

BUDGET

I. Superintendent file Financial Report. On or before **November 1**, all superintendents must submit to the Commissioner of Education, an Annual Financial Report. § 79-528

II. Authorize School District Audit. On or before **November 5**, a copy of the Audit Report shall be filed with the Commissioner of Education and Auditor of Public Accounts. Annually, the school district shall authorize the examination of all financial records. The audit is to be conducted by a public accountant or by a certified public accountant.

III. Collective Bargaining. On or before **November 1**, negotiations shall begin. No fewer than four negotiations meetings between the certificated and instructional employees' collective-bargaining agent and the board's bargaining agent.

BOARD WILL REVIEW SCHOOL (ANNUAL) FOUNDATION FILING FORMS

School Board will Review the Annual Foundation Board Filing Forms Original tax deadline for exempt organizations (Form 990) on or before May 15, 2023. **Note: Extension tax deadline for exempt organizations: November 15, 2023**

BOARD-SUPERINTENDENT RELATIONS

I. Review current superintendent evaluation tool, policy specific to the evaluation, contract language to ensure it aligns to the policy, and review superintendent contract language outlining the responsibilities of the superintendent and board regarding the contract extension or renewal. Place each item on the board meeting agenda as specified.

****Review the full October Agenda on page 34 of the 2023 NASB Board Meeting Guide & Annual Board Calendar.**

CONTINUED ON PAGE 5

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BOARD CALENDAR AGENDA ITEMS FOR YOUR MONTHLY MEETINGS

<https://members.nasbonline.org/board-leadership>

CONTINUED FROM PAGE 4

BOARD RETREAT

To support our members who did not have the opportunity to participate in the New Board Member Workshops consider a Board Retreat to engage with your newly elected board members as they continue to transition into their new role. Please contact Marcia Herring, NASB Director of Board Leadership at mherring@NASBonline.org or 402-817-0296 to schedule a board retreat or private sessions through Microsoft Teams to review the board role and responsibilities.

UPCOMING NASB BOARD LEADERSHIP EVENTS

President Circle - October 18, 2023

NASB New Board Member Workshop - Wednesday, November 1, 2023

Join the NASB Board Leadership Team in Kearney for the opportunity to engage newly elected board members who did not have the opportunity to attend the NASB New Board Member Workshop this past December 2022. We are also including an invitation to all newly appointed board members. The agenda will include discussion and review of best practice board governance, meeting protocols, committee work, policy, Open Meetings Law, scenarios, goal planning, superintendent evaluation, and more. Stay tuned for more information regarding the registration details.

Submit Nominations for Board Member of the Year – [Ann Mactier Award] Contact Marcia Herring with questions regarding qualifications, nomination form, etc.



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<https://members.nasbonline.org/programs-services/awards-of-achievement-program>

2023 AREA MEMBERSHIP MEETINGS

Training - RECOGNITION - Networking - Engagement

Valentine - Gering - York - North Platte - Norfolk - Kearney - La Vista - Fremont - Nebraska City

AS THE SUN SETS ON OUR NINE AREA MEMBERSHIP MEETINGS FOR 2023 (WE'LL BE WRAPPING UP IN NEBRASKA CITY NEXT WEEK) WE HAVE BEEN ABLE TO RECOGNIZE SO MANY OF YOU WITH BOTH INDIVIDUAL, AND FULL BOARD AWARDS. BELOW ARE THOSE INDIVIDUALS WHO HAVE EARNED LEVELS VII THROUGH X THIS YEAR, AS WELL AS THE BOARDS WHO RECEIVED THE BOARD OF EXCELLENCE AWARD, THROUGH OUR AWARDS OF ACHIEVEMENT PROGRAM.

CONGRATULATIONS TO THE LEVEL X RECIPIENTS FOR 2023

Lisa Wagner - Central City; Gary Braun - Heartland; Doug Keener - Mitchell; Steve Blocher - West Point
(Pictured top to bottom)

CONGRATULATIONS TO THE LEVEL IX RECIPIENTS FOR 2023

Brad Wilkins - Ainsworth; Kim Burry - Bayard; Marge Spencer - Brady; Stephanie Summers - David City; Sandy Noffsinger - Dundy County Stratton; Jim Vlach - Lyons-Decatur Northeast; Dan Scheer - St. Paul

CONGRATULATIONS TO THE LEVEL VIII RECIPIENTS FOR 2023

Nina Wolford - Bellevue; Fred Tafoya - ESU 3; B.J. Peters - Gering; Harlow Hanson - Madison; Jim Ayres - Ogallala; Marty Mrkvicka - St. Paul

CONGRATULATIONS TO THE LEVEL VII RECIPIENTS FOR 2023

Suzanne Sapp - Ashland-Greenwood; Beth Kernes Krause - Auburn; Stephen Kennedy - Auburn; Sarah Centineo - Bellevue; Candy Becher - Columbus; Joel Carlson - Cozad; Bill Lorenz - Crete; Kent Lorens - Dundy County Stratton; Scott Baker - Gibbon; Dawn Stock - Gretna; Neal Kanel - HTRS; Kathy Gifford - Kearney; Lanny Boswell - Lincoln; Rusty Rhynalds - Minden; Paul Pieper - Mitchell; Brad Helgerson - Mitchell; Jo Ann Lundgreen - North Platte; Amy Jo Rowse - O'Neill
Todd Weller - Palmer

CONGRATULATIONS TO THE 13 BOARD OF EXCELLENCE AWARD RECIPIENTS FOR 2023

AINSWORTH	DAVID CITY	GRETNA	HEARTLAND	HERSHEY
NORRIS	NORTH PLATTE	PALMER	PAPILLION LA VISTA	
RALSTON	ST. PAUL	SYRACUSE-DUNBAR-AVOCA	YORK	



FINDING THE RIGHT MATCH FOR YOUR LEADERSHIP VACANCY

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<https://members.nasbonline.org/programs-services/education-leadership-search-service>

The NASB Education Leadership Search Service has a history of working with Educational Service Units and school districts of various sizes, to fill leadership positions. The preliminary stages include creating a timeline and collecting feedback through a survey. We lead the board through developing a competitive timeline that fits into the schedules of your board members and school district/ESU. We will simultaneously distribute a survey to gather feedback to identify the specific attributes you are seeking in qualified applicants.

NASB utilizes multiple avenues to recruit qualified individuals for each vacancy. One networking and recruiting opportunity is through our membership in the National Affiliation of Superintendent Searchers (NASS). Shari Becker, Director of the Education Leadership Search Service, is the Chair for this organization and has a direct connection to 39 other state School Board Associations for recruiting and reference support.

"NASB was available to answer any questions the board had during the interview and selection process."

Applications are submitted through an online process. It is essential for the board to understand the experience and leadership qualities each applicant possesses to ensure the right match. Each applicant is screened by NASB staff who follow a detailed protocol. This process includes a background check through OneSource. We will utilize open and closed session to inform the board of the strengths of the applicants, as well as any areas of growth.

The NASB Search Service offers board development throughout the search to add greater value to the process. The service does not stop once the superintendent/administrator has been hired. NASB provides a two-year guarantee for boards who complete a Board/Superintendent Goal Planning session with NASB, which is included in the search fee.

The search process is a team effort at NASB with staff members specializing in leadership searches, board development, communications, marketing, and school law. The NASB search team is well equipped to manage the details of the search and will work together with the district/ESU to ensure a smooth and successful process from the viewpoint of a board member.

It is never too early to contact NASB for information on the search process if you are aware of an upcoming vacancy. We offer a unique process to each board, and we provide support through all stages of a Superintendent/Administrator search.

Let NASB help you find the right match for your leadership vacancy.

For information regarding the application process or a proposal for your district or ESU, please contact Shari Becker, Director of Education Leadership Search Service, at 800-422-4572 or sbecker@NASBonline.org

"NASB is in constant contact with the board throughout the entire process."

"NASB helped us to determine what characteristics the board was looking for in a superintendent."

"I have had numerous experiences and interactions with a variety of departments at the NASB which have all been extremely helpful, the Superintendent Search Department is no different."

CHRONIC ABSENTEEISM

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Prior to her election to the State Board of Education in November 2020, Patti Gubbels served on the Norfolk Board of Education, and was a member of the NASB Board of Directors, and the NASB Legislation Committee since 2016.

Chronic absenteeism is defined as missing at least 10% of school days in a year and includes excused as well as unexcused absences and suspensions. Chronic absence disproportionately affects students with disabilities, students living in poverty, and students of color. Absenteeism rates are highest for students in upper grades, but chronic absenteeism also occurs in lower and middle grades. (NDE Data Reports)

Understanding and addressing chronic absence from school is important because absence negatively impacts learning and academic achievement. It is also important because absence is related to social disengagement, alienation, increased high school dropout rates, mental and physical health issues, and adulthood poverty. Students who are chronically absent are more likely to be involved with the criminal justice system as adults. (Center for Research and Social Policy, June 2018).



Excessive absences from school have been increasing over time. The U.S. Department of Education found that, in 2015-16 more than seven million, or approximately 1 in every 6 students across the country, were reported as chronically absent, an increase of one million students from previously reported data. (US Department of Education Office of Civil Rights Data Collection, 2016.)

The pandemic exacerbated the existing problem. Anecdotal evidence indicated that chronic absences increased dramatically during the pandemic, however, it was impossible to gather quantitative data during that time. States either did not require attendance taking by schools or when attendance was taken, it was impossible to quantify what it meant for students to be present or absent in a remote learning environment. In some instances, students were considered present if they checked-in with the teacher once during the day.

All states have experienced increased levels of chronic absenteeism following the pandemic. Nine states had chronic absenteeism rates that doubled from 2018-19 to 2021-22. Nebraska's chronic absenteeism rates increased nine percent during that time with 77,000 students or 23% of Nebraska students being chronically absent. (NDE Data Reports) Two states experienced severe levels of chronic absenteeism with almost half of their students missing at least 10% of school days. For example, Alaska's absenteeism rates rose from 29% in 2018-19 to 49% in 2021-22. (Alaska Public Media, August 2023)

Rates are reduced when specific reasons for student absences are identified, and appropriate resources are provided to support students. Programs that effectively lower the chronic absenteeism rate include both preventive school-wide efforts to support students in danger of becoming chronically absent and intensive and targeted initiatives implemented for students who are already chronically absent.

Preventive measures are directed at all students and include evidence-based measures such as prioritizing attendance early in the year, incentivizing attendance, providing engaging, relevant learning opportunities, and implementing an early warning system that identifies factors that put individual students at risk of becoming chronically absent.

Individual, family, and school and community factors are types of factors associated with substantial risk for chronic absenteeism. For example, individuals who avoid coming to school because they are being bullied are at risk. Students are more at risk for chronic absences if they live in family environments that lack structure or adult supervision. Students are at higher risk for chronic absenteeism if their community does not value structured education or if the community has experienced a disaster. For example, of the three thousand students who attended one of four schools in the Lahaina, Maui community, 1200 students are unaccounted for. The Hawaii Board of Education has been trying desperately to locate those students so they can be enrolled in school as soon as possible. Those 1200 students have missed 20 days of school since the Lahaina fire broke out on August 8, 2023.

Identifying specific sources of risk and providing resources that encourage and enable students to prioritize and get to school are critical in reducing chronic absenteeism rates. The Nebraska Department of Education's *Nebraska Every Day Counts* and the Metropolitan Omaha Educational Consortium's *Improving School Attendance* initiatives are programs that provide resources for leaders, teachers, and parents to help prevent chronic absences and provide interventions and supports to reduce chronic absenteeism rates and increase the number of students who, on a constant basis, attend school so they are able to gain knowledge and skills needed to be successful.

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

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... EDUCATION LEADERSHIP SEARCH

Is your district or ESU in need of a new Superintendent/Administrator due to retirement or resignation? We can prepare a proposal to outline the steps of a search process, and answer questions on best practice.

Contact Shari at sbecker@NASBOnline.org

... ALICAP & INSURANCE

Reminder to all ALICAP members ... If your district has not yet paid the 23-24 ALICAP premium contribution, please do so ASAP. Billing statements were mailed out in early August, and are due back to the NASB ALICAP office by September 30th. Let's make the 23-24 year a great one!

Thanks, Megan!

... ENERGY PURCHASING

We are already fielding inquiries from districts wishing to sign up for our natural gas purchasing consortiums next Spring during the annual signup period. This can be one less item your Superintendent and Business Manager need to focus on each year since our market consultants watch the gas markets every day throughout the year to lock up supplies whenever buying opportunities occur. NJUMP and CJUMP are protected by having significant amounts of natural gas already hedged for the 2023-24 heating season to help districts stretch their financial resources.

Contact Jim to learn more!

... ADVOCACY & GOVERNMENT RELATIONS

WHO IS YOUR DELEGATE?
While any board member is welcome to attend the Delegate Assembly, each board should select one member to represent them as the voting delegate prior to November 17.

Now is a great time to engage your lawmaker while they are in the district. Reach out if NASB can help you make a connection.

Advocacy starts at home!

Call Colby & Matt with questions any time!

... GALLUP STRENGTHS

If you have Command in your Top 5, seize opportunities to speak plainly and directly about sensitive subjects in your relationships. Your unwillingness to hide from the truth can become a source of strength and constancy for colleagues and friends.

Contact Shari at sbecker@NASBOnline.org

... TECHNOLOGY

The Sparq Open House will be Tues, November 14 from 7-11 PM at the Old Mattress Factory Bar & Grill

New Meeting Subscribers
Yutan Public Schools
City of Bennet

New Negotiations Subscribers
ESU Coordinating Council
Crawford Public Schools

Darion - dmiller@NASBOnline.org
Nicole - nkobus@NASBOnline.org
www.sparqdata.com

... MEMBER ENGAGEMENT

Thanks to all of the board members, superintendents, and administrative assistants who joined us at the Area Membership Meetings. We love the opportunity to meet, network, and reconnect with all of you!

Register now for Labor Relations in Lincoln, October 4-5, with a pre-conference on Negotiations, an evening Axe Throwing social, keynote Matt Booth, and more!
Legal Updates, Recruiting & Retention, HR Hot Topics, EHA Member Support, etc ...

Engagement Visits
Centura, Hayes Center,
Medicine Valley & Ravenna

Contact Sharon with any questions.

... BOARD LEADERSHIP

Check out "At the Board Table" on pages 4 & 5.

Marcia, Kari, Katie, Caden & Stacie

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... DATA ANALYTICS

If you are in one of the districts that needed to attend a Joint Public Hearing due to exceeding your allowable growth rate or believe you may fall into that group next year, it's worthwhile having a good grasp of your district's financial and demographic data. Items such as levy rates and per pupil expenditures along with their comparison to nearby districts are important to know when patrons or taxpayers ask about your budget. We can provide useful summaries to illustrate how your district's valuation, levy, cost per pupil, and poverty indicators compare to others. Contact Jim Luebbe if you are interested in creating one of these summaries for your own school.

... POLICY

The Legislature has mandated additional training for all staff who interact with students regarding behavioral and mental health as it relates to suicide awareness and prevention. In future years the training may include topics such as identification of early warning signs of behavioral and mental health issues in students, appropriate and effective responses for educators to student behavioral and mental health issues, trauma-informed care, and procedures for making students, parents and guardians aware of services and supports for behavioral and mental health issues.

Contact Jim to learn more!

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Tuesday, November 14, 2023 7-11 p.m.

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RSVP to Nicole at
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Bayard



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Dundy County Stratton



Stacy Jolley - Vice President
Millard



Brad Wilkins - Past President
Ainsworth

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Region 1 - Neal Kanel
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Region 2 - Sarah Centineo
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Region 3 - Renee Vokt
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Region 4 - Elizabeth Kumru
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Region 5 - Shavonna Holman
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Region 7 - Tracy Casady
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Region 8 - Bob Rauner
Lincoln



Region 9 - Annie Mumgaard
Lincoln



Region 10 - Ed Swotek
Malcolm



Region 11 - Jim Vlach
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Region 12 - Lisa Wagner
Central City



Region 13 - Marilyn Bohn
ESU 10



Region 14 - Steve Koch
Hershey



Region 15 - Joel Carlson
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Region 16 - Stephanie Summers
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Region 17 - Michelle Reikofski
Osmond



Region 18 - Susan Ernest
Leyton



Region 19 - Amanda McGill Johnson
Millard

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John Spatz
Executive Director



Makenzie Barry
ALICAP Data &
Financial Specialist



Shari Becker
Director of Education
Leadership Search Service



Matt Belka
Director of Marketing,
Communications & Advocacy



Megan Boldt
Associate Executive Director
Director of ALICAP



Craig Caples
Director of Technology



Abi Carlson
Event & Search Service
Associate



Colby Coash
Associate Executive Director
Dir. of Government Relations



Katie Corfield
Board Leadership Associate



Sharon Endorf
Director of
Member Engagement



Caden Frank
Board Leadership Associate



Marcia Herring
Director of Board Leadership



Stacie Higgins
Board Leadership Associate



Sallie Horky
Chief Operating Officer



Rachel Horstman
Business Manager



Nicole Kraus
Events & Engagement
Associate



Kem Loecker
Executive Administrative
Assistant



Jim Luebbe
Director of Policy Services



Kari Stephens
Board Leadership Associate



Lindsey Wooton
Administrative Specialist



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YOUR 2023 PLATINUM & GOLD AFFILIATES



ACCOUNTING

Watts and Hershberger, P.C. - Jim Watts - 402-483-7512 - jw1cpa@aol.com - <https://gowh.com/> - (CPA, Accounting)

ARCHITECTS

BCDM Architects - Pat Carson - 402-384-6422 - pcarson@bcdm.net - www.bcdm.net - (Creating environments that form people) - PLATINUM LEVEL AFFILIATE

BVH Architecture - Cleve Reeves - 402-475-4551 - creeves@bvh.com - www.bvh.com - (We are a design-centered critical practice. We embrace a creative and collaborative process to design architecture that enhances the community in which it serves.) - PLATINUM LEVEL AFFILIATE

Clark & Enersen - Steve Miller - 402-477-9291 - steve.miller@clarkenersen.com - www.clarkenersen.com - (From the very beginning, partnership has defined us. We're continuing that tradition through our new brand by returning to our original name with a refreshed look.) PLATINUM LEVEL AFFILIATE

CMBA Architects - Jim Brisnehan - 308-384-4444 - brisnehan.j@cmbaarchitects.com - Troy Keilig - 308-384-4444 - keilig.t@cmbaarchitects.com - Courtney Koch - 308-384-4444 - koch.c@cmbaarchitects.com - www.cmbaarchitects.com - (Architecture, Master Planning, Interiors, Bond Assistance/Community Engagement) - PLATINUM LEVEL AFFILIATE

CONTINUED ON PAGE 14

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ARCHITECTS (CONTINUED)

Carlson West Povondra Architects - Jamie Eckmann - 402-551-1500
jeckmann@cwparchitects.com - www.cwparchitects.com - (Architecture, planning, feasibility studies) - GOLD LEVEL AFFILIATE

DLR Group - Vanessa Schutte - 402-393-4100 - vschutte@dlrgroup.com
www.dlrgroup.com - (Architecture, engineering, Ed. facility planning)

Wilkins Architecture Design Planning - Jacob Sertich
jsertich@wilkinsadp.com - 308-237-5787 - www.wilkinsadp.com - Our success is based on a "yes, and..." approach. Our clients believe in us because we're collaborative, adaptive, innovative, and genuine. - PLATINUM LEVEL AFFILIATE

AWARDS & PLAQUES

Awards Unlimited - Tim Moravec - 402-474-0815
tmoravec@awardsunlimited.com - www.awardsunlimited.com
(Trophies, awards, plaques, etc.)

CONSTRUCTION SERVICES

BD Construction - Marsha Wilkerson - 308-234-1836
mwilkerson@bdconstruction.com - www.BDconstruction.com - (Construction Management at Risk and as Agent, Facility Planning, Site Selection, Pre-bond Community Education, Stakeholder Engagement) - GOLD LEVEL AFFILIATE

Boyd Jones Construction - Emily Bannick - 402-550-1808
ebannick@boydjones.biz - www.boydjones.biz - (Construction Management, Pre-Bond, Pre-Construction, Facility Evaluation, Early Stage Planning)
PLATINUM LEVEL AFFILIATE

Cheever Construction - Douglas Klute - 402-477-6745
dklute@cheeverconstruction.com - www.cheeverconstruction.com
GOLD LEVEL AFFILIATE

Global Roofing Company - Job LeRay - 800-257-3758
leray@globalroofingcompany.com - www.globalroofingcompany.com/
(Full service roofing company specializing in commercial, industrial, and multi-family re-roofing installations with a focus on flat, low sloped, and metal re-roofing applications.) - PLATINUM LEVEL AFFILIATE

Hausmann Construction - Ashley Abramson - 402-438-3230
ashleya@hausmannconstruction.com - https://hausmannconstruction.com/
PLATINUM LEVEL AFFILIATE

MCL Construction - Heather Fredrick - 402-339-2221
haf@mclconstruction.com - www.mclconstruction.com - (Navigating the entire construction process) GOLD LEVEL AFFILIATE

Project Control - Adam Hoebelheinrich - ahoebelheinrich@projectcontrol.com
Caleb Swanson - cswanson@projectcontrol.com - Justin Short
jshort@projectcontrol.com - Patti McAtee - pmcatee@projectcontrol.com
402-477-0487 - https://projectcontrol.com/ - (With over 1,000 completed school projects, Project Control provides public and private schools expertise in managing capital projects, from non-bond large capital improvement planning and budgeting, bond preparation, and facility assessments through design and construction to occupancy.) - GOLD LEVEL AFFILIATE

Sampson Construction, Co., Inc. - Bob Everitt - 402-434-5450
bob.everitt@sampson-construction.com - https://www.sampson-construction.com/
(With over six decades of professional construction expertise and knowledge, quality is an uncompromising standard.) - PLATINUM LEVEL AFFILIATE

CONSULTING

Akagi Consulting LLC - Mark Akagi - markakagi3@gmail.com

DATA SECURITY, VIDEO & COMMUNICATIONS

Filament Essential Services - Lisa Lewis - 402-479-6661 - lisal@fes.org
www.filamentservices.org - (SOCS websites+apps, Marketing/Branding/Video, Data. Filament Essential Services is a new division of FES)
PLATINUM LEVEL AFFILIATE

DESIGN BUILD

Ayars & Ayars, Inc. - Darl Naumann - 402-435-8600 - 402-570-9214
dnaumann@ayarsayars.com - www.ayarsayars.com - (Design-build leader focused on creating opportunities by building beneficial relationships, processes, and projects) - GOLD LEVEL AFFILIATE

ENERGY SERVICES

Community Building Solutions - Jacob Hurla - 785-580-3014
jhurla@communitybuildingsolutions.com - (Providing a cost-effective avenue for school districts to address outdated equipment, resolve comfort challenges, and reduce energy and maintenance costs. Serving underserved rural communities cost-effectively is the core of our mission.)
PLATINUM LEVEL AFFILIATE

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

Navitas - Ryan Terry & Shane Alexander - 402-840-0370
salexandereds@gmail.com - rterry@navitas.us.com - https://navitas.us.com/
(Energy Savings, Building Construction, Energy Management, Guaranteed Results) - GOLD LEVEL AFFILIATE

TRANE - Matt Foertsch - 402-596-8007 - mfoertsch@trane.com
www.trane.com/omaha - (Building Construction & Energy Services. A global provider of indoor comfort syste) - GOLD LEVEL AFFILIATE

FINANCIAL SERVICES

D.A. Davidson & Co. - Paul Grieger - 402-392-7986 - pgrieger@dadco.com
Cody Wickham - 402-392-7989 - cwickham@dadco.com - Andy Forney
402-392-7988 - aforney@dadco.com - www.dadavidson.com - (Bonds/
Election Services, Lease Purchase) - PLATINUM LEVEL AFFILIATE

First National Capital Markets - Tobin Buchanan - 308-352-8328
tbuchanan@fnni.com - Carl Dietz - 308-289-3920 carldietz@fnni.com
www.fncapitalmarkets.com (Public Finance, Election Guidance)
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Nebraska Liquid Asset Fund - NLAFF - Barry Ballou - 402-705-0350
- balloub@pfmam.com - www.NLAFFpool.org - (Liquid Asset Fund, financing programs) - PLATINUM LEVEL AFFILIATE

Piper Sandler - Jay Spearman - 402-599-0307
jayspearman@psc.com - (Financing for Capital Construction Products, Bonds, Refunding Bonds, Notes, NASB Lease Purchase) - PLATINUM LEVEL AFFILIATE

FOOD SERVICE

Lunchtime Solutions - Susan Gracey - 402-984-4546
s.gracey@lunchtimesolutions.com - www.lunchtimesolutions.com
(Progressive Food Service Management) - GOLD LEVEL AFFILIATE

CONTINUED ON PAGE 15

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FOOD SERVICE

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

FUNDRAISING

Omaha Public Schools Foundation - Toba Cohen-Dunning - 402-502-3003
toba.cohendunning@ops.org - <https://omahapublicschoolsfoundation.org>
(The Omaha Public Schools Foundation enriches students' lives by funding opportunities for success.) - Silver Level Affiliate

INSURANCE SERVICES

American Fidelity - Stacey Anderson - 402-432-2251
Stacey.anderson@americanfidelity.com - www.americanfidelity.com/nebraska
(Solutions built for the education community) - PLATINUM LEVEL AFFILIATE

Blue Cross Blue Shield of Nebraska - Brett Young - 402-630-5117
brett.young@nebraskablue.com - www.nebraskablue.com
(Group health insurance) - GOLD LEVEL AFFILIATE

National Insurance Services - Megan Ware - 402-506-2170
mware@nisbenefits.com - www.nisbenefits.com
(Group LTD, Life, Vision, Special Pay Plans, HRA's)

Public Risk Management - Sheri Shonka - 402-884-3751
sheri.shonka@prnne.com - www.alicap.org - (ALICAP, Insurance services)
PLATINUM LEVEL AFFILIATE

LEGAL SERVICES

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

MENTORING

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

PLAYGROUND/SCOREBOARDS/SURFACING

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

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

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

Outdoor Recreation Products - Don Wilson - 402-289-0400
don@outdoorrec.net - www.outdoorrecreationproducts.com
(We help consult and guide school districts in the best commercial grade playground equipment, shade, surfacing, site furnishings, and splash pads that fits their budget.) - GOLD LEVEL AFFILIATE

SAFETY & SECURITY SERVICES

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

TECHNOLOGY CONSULTING

PRISM advisors - Jason Richards - 402-593-8911
jprichards@prism-advisors.com - www.prism-advisors.com
(PEOPLE, PROCESS & SYSTEMS. IT strategic planning and project management through RFP to implementation)

TECHNOLOGY/SOFTWARE

Hamilton - Megan Anderson - 402.694.5101
megan.anderson@hamiltontel.com - <https://hamiltontel.com/>
(Connecting Your World - Telecommunications and Technology Solutions)
PLATINUM LEVEL AFFILIATE

Renaissance - <https://www.renaissance.com/>
Valerie Vallejo - 480-329-0398 - valerie.vallejo@renaissance.com
Sparkle Oehlert - 928-514-2901 - Sparkle.oehlert@renaissance.com
Mark Kessler - 503-616-6246 - Mark.kessler@renaissance.com
(Continually innovating with bold, connected products ... Insights and actions for education) - PLATINUM LEVEL AFFILIATE

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

TRANSPORTATION

Cornhusker International - Russ Folts - 402-466-8461 ext 206
russ.folts@cornhuskerinternational.com - www.cornhuskerinternational.com
(With six locations across Nebraska, Cornhusker International offers your best choice in new and pre-owned School Buses, Compliant Activity Buses, plus full parts and service for all makes and models) - GOLD LEVEL AFFILIATE

Master's Transportation - Mariya Goodbrake - 800-783-3613
mgoodbrake@masterstransportation.com - www.masterstransportation.com
(Your trusted source for safe, reliable, and innovative group transportation solutions.) - GOLD LEVEL AFFILIATE



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A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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YOUR 2023 ADVOCACY HANDOUT IS NOW POSTED
 TRAINING, NETWORKING, ENGAGEMENT & EVENTS
 THE 2023 STATE EDUCATION CONFERENCE
 AT THE BOARD TABLE
 RECOGNITION: ENGAGED
 FINDING THE RIGHT MATCH FOR YOUR LEADERSHIP VACANCY
 CHRONIC ABSENTEEISM
 TEACHER/ADMINISTRATOR NEGOTIATIONS MADE EASY
 THIS MONTH IN ... AND MUCH MORE!

The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans. Learn more at www.NASBonline.org

Ralston Public Schools Strategic Plan

Purpose & Direction

Purpose

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

Direction

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

Strategic Priorities

Buildings, Grounds, & Operations

1.1 Develop and implement a plan for extensive construction and remodeling projects for the next 3-5 years. Continue to monitor the construction budget and the balance of the building fund.

Teaching & Learning

2.1 Develop and strengthen the district Professional Learning Community culture and practices.

2.2 Develop and implement cultural and technical change that leads to high expectations for learning and hard work, strong connections and belonging, and organizational systems that further build an equitable community for all students.

2.3 Utilize a comprehensive continuous improvement process at the district, school, and program level to cultivate an organizational culture around growth, increased student achievement, and social-emotional development.

Finance & Human Resources

3.1 Complete a review of our talent acquisition, acceleration, advancement, and assessment processes and systems.

Strategic Priority

1.1 Develop and implement a plan for extensive construction and remodeling projects for the next 3-5 years. Continue to monitor the construction budget and the balance of the building fund.

Status: In Progress - 40% Complete

Outcomes

- Conduct and communicate the results of a district wide facility study.
- Completion of construction/remodel at all eight facilities
- Develop and install standard classroom technology packages for most classrooms.
- Monitor bond funds and set levy to match payments
- Develop and execute a comprehensive communication plan for construction and completion of projects.
- Utilize ESSERS III Funds to replace HVAC system at RMS and KW

Timelines

2018-2021
 2022-2027
 2023-2027
 2022-2047
 2022-2027
 2022-2023

Strategy Leader: Jason Buckingham

Key Members: Aaron, Bredenkamp, Jim Frederick, Jason Fink, Pat Flinn, Kenny Derby, Chris Murphy, Tim Rusie

Key Teams: Construction Meeting Teams

Progress Update:

11/8/2021: Bond passed, 12/24/21 1st Tranche sold, 2nd Tranche sold 7/18/23

Current: MB construction is progressing, Meadows/KW near completion, WW/BL are proceeding, 2nd CM@R to be awarded as early as 7.24.23

Strategic Priority

2.1 Develop and strengthen the district Professional Learning Community culture and practices.

Status: In Progress - 85% complete

<p>Outcomes</p> <ul style="list-style-type: none"> ● Initiate work around Professional Learning Communities. ● Complete initial implementation at all schools. ● Develop a common framework for equitable access to tiered supports. ● Develop common formative and summative assessments. ● Complete district wide implementation of framework for equitable access to tiered supports (RPS Layered Continuum of Support). ● Explore and implement evidence of learning and grading practices, policies, and framework. 	<p>Timelines</p> <p>2018-2019</p> <p>2019-2020</p> <p>2019-2021</p> <p>2019-2023</p> <p>2021-2023</p> <p>2021-2024</p>
<p>Strategy Leader: Anne Harley</p> <p>Key Members: Sara Zabrowski-Gate,</p> <p>Key Teams: Building Early Adopter & New Adopter Work Groups (Now PLC Work Groups), Certain Access Subcommittee, Districtwide Grading Committee</p>	
<p>Progress Update:</p> <p>11/8/2021: Our team has focused heavily on implementing WIN time in reading, math, and for behavior (some buildings). Every building is now implementing WIN, some in one subject, some in all areas. Our K-6 teachers have had the opportunity to share how WIN looks at their building with each other, and our 7-12 has been trained on the flex period program. The RPS Grading Committee has met four times to discuss our goal for grading and expectations, dug into best practices in grading, looked at various frameworks, and identified practices we need to further explore.</p> <p>We have built in time for teacher teams to develop common formative and summative assessments during each professional learning day. The PLC Work Groups have been restructured to focus on specific areas that buildings are wanting more information on (i.e. deeper dive into WIN time, responding when students get it, etc).</p> <p>3/28/2022: We are continuing to focus on our implementation of WIN time, collaborative processes, and development of common formative and summative assessments. This work will continue in the fall with an emphasis on English Language Arts at the Elementary and all course areas in the secondary grades.</p>	

12/9/2022: Our team has been focused on implementation of WIN time, diving deeper into collaborative protocols that encourage deeper, richer conversation. RHS & RMS are resetting practices around WIN time as we shift to a more “normal” year of teaching and learning. Districtwide, we are focused on prioritizing the new standards for ELA, and building common assessments for the priority standards. We have also been spending time preparing a draft grading framework document based on the research and collaboration by the subcommittee that we plan to use as the foundation for grading practices moving forward. Our timeline for this work is still in development, as we are planning to seek feedback from stakeholders and use a phased approach to implementation. Additionally, in lieu of our PLC Work Group we have a team of staff members participating in *Yes, We Can!* which focuses on collaboration between general education and special education.

5/2023: As we complete our 4th year of collective focus on professional learning communities, we have accomplished the following:

- Developed systems for collaboration
- Cultivate and continue to dig deeper into the 4 critical questions with a PLC
- Build a culture for learning that supports all students
- Identify districtwide priority standards
- Develop common formative and summative assessments (Note: Reading common assessments are in process with the adoption of the new standards and use of new materials.)
- Develop and utilize the RPS Layered Continuum of Support
- Utilize a system for Tier 2 intervention & enrichment (What I Need Time) focused on ensuring proficiency of standards for all learners
- Explore grading frameworks, research, and principles to guide future actions around grading practices
- Integrate the PLC practices with the curriculum adoption process

Strategic Priority

2.2 Develop and implement cultural and technical change that leads to high expectations for learning and hard work, strong connections and belonging, and organizational systems that further build an equitable community for all students.

Status: 5% Complete

Outcomes: Environment

Timeline

<ul style="list-style-type: none"> ● 2.2a. Developing systems and opportunities to increase student voice and ownership at all levels in our organization. ● 2.2b. Utilize culturally relevant and rigorous pedagogy as outlined in the Framework for Teaching. <p>Outcomes: Instruction</p> <ul style="list-style-type: none"> ● 2.2c. Implement high quality core instruction in ELA. ● 2.2d. Implement a core Social Emotional Learning curriculum. ● 2.2e. Develop the Tier 2 and 3 structures of an MTSS SEL Framework. ● 2.2f. Explore dual language instruction models. ● 2.2g. Utilize engaging instructional strategies that meet diverse learning needs. ● 2.2h. Implement a project-based learning approach for High Ability Learner services. ● 2.2m. Utilize elementary career awareness self-assessments to build relevance in learning. <p>Outcomes: Systems</p> <ul style="list-style-type: none"> ● 2.2i. Develop a system for data collection and monitoring of student participation in extracurricular activities and athletics. ● 2.2j. Adjust and build upon communication processes and protocols related to attendance, athletics and extracurriculars, as well as family and community activities and events. ● 2.2k. Attract and retain a diverse and high-quality staff through creative and innovative partnerships and pathways. ● 2.2l. Define and monitor metrics around equity that will be used to identify progress and areas of need related to outcomes. 	<p>(see below)</p>
<p>Strategy Leader: Anne Harley, Sara Zabrowski-Gates Key Members:, Jim Frederick, Dr. Dwayne Chism, Dr. Scott Blum, Dawn Ferreyra, Missy Stolley, Key Teams: Equity Leadership Work Group</p>	
<p>Progress Update:</p> <p>12/9/2022:</p> <p>Outcomes: Environment</p>	

- 2.2a. We have initiated implementation of Student Advisories at each of the buildings. Principals participated in multiple sessions around the *what, why, and how* regarding Student Advisories. We also have planned a Student Leadership Retreat in January and February with the support of ESU3. Principals will be continuing to collaborate on this topic as we walk through the early stages of starting up an advisory.
- 2.2b. We are in the process of developing shared knowledge around leading with an equity mindset within our Leadership Team. Through this, we have discussed what leading with equity means, looks like, and sounds like in Ralston Public Schools. We are continuing to work through clarity of what key terms within this mean, as well as started initial training on the Sheltered Instruction Observation Protocol (SIOP) training with teachers. This will continue on into future years as we unpack the components of SIOP.

Outcomes: Instruction

- 2.2c. We have unpacked and identified new priority standards based on the new state standards for English Language Arts. We are also in the process of reviewing curriculum materials within the curriculum adoption process for K-8. The High School English department has also been updating curriculum to integrate the new state standards across the different courses offered. At all grades, we are in the process of developing and updating the common assessments for ELA.
- 2.2d. Implement a core Social Emotional Learning curriculum. During the 1st semester our elementary classroom teachers have implemented a Tier 1 SEL curriculum called Well-Being by Studies Weekly (our Social Studies curriculum). This is being done at the Pk-6th grade level. Ralston Middle School and Ralston High School are utilizing Choose Love with supplemental materials and lessons provided by the counseling department.
- 2.2e. Develop the Tier 2 and 3 structures of an MTSS SEL Framework. This semester our school psychs and school counselors have utilized Professional Development time to discuss Tier 2 and Tier 3 data including but not limited to attendance, behavioral data (referral), grades if applicable, the DESSA and SAEBRS data.
- 2.2f. Explore dual language instruction models. Research has been conducted to learn more about dual language instructional model designs through the Nebraska Department of Education website, as well as the official Dual Language site. This includes a listing of all dual language programs across the state. Next steps include the development of a dual language leadership team to review models, needs in our district,

timeframe, and allocation of resources. We will also consider one or more site visits to corresponding school districts which represent models we are most interested in.

- 2.2g. See 2.2 b for details.
- 2.2h. This semester we sent our HAL teachers to a 3 day PBL training. This session was focused on developing units of study using a project based learning approach. Our team has developed a pilot unit to try from now through the end of the year.
- 2.2m. Utilize elementary career awareness self-assessments to build relevance in learning. We have developed priority “look for’s” in a survey for students, and reviewed multiple platforms to match our corresponding needs. As a result, we are looking to add NE Career Connections to our 6th grade class, and My Next Move as a platform for K-5. Feedback is being gathered by the staff and administration at Seymour Elementary for a potential pilot of this program to take place in Spring 2023. [Planning Doc - Elementary CTE](#)

Outcomes: Systems

- 2.2k. Working with our partners in New York and Manilla, the district has implemented an educator exchange program designed to increase the diversity of our teaching staff. By participating in the J1 Visa program, teachers from the Philippines now have a direct route to Ralston if they are interested in serving in the United States for up to five years. Once fully implemented, this model can be adopted to recruit English speaking teachers from across the world.
- 2.2k. The district continues to target HBCUs with certified job opportunities via Handshake and direct touchpoints with potential candidates. Depending on interest and the number of positions available, we will once again be hosting a recruiting station at the virtual Diversity Expo for minority candidates in April, 2023.
- 2.2l. We are currently reviewing and discussing potential metrics to use to help us measure our progress towards our outcomes. We have a draft document prepared and look to seek feedback from stakeholders this Spring regarding use of these metrics.

5/2023:

Outcomes: Environment

- 2.2a. We implemented a Student Leadership Retreat in January and February with the support of ESU3. Principals continued to facilitate Student Advisory meetings through year end.
- 2.2b. We completed two rounds of equity quick walks as leadership teams that focused on culturally relevant instructional practices. Following the first round we met and discussed reflections.

Outcomes: Instruction

- 2.2c. We have completed the curriculum adoption process, and selected new materials to use in K-8. K-7 will be using CKLA and 8th grade will be using StudySync. 9-12 will be continuing with course updates for the upcoming school year.
- 2.2d.
- 2.2e.
- 2.2f.
- 2.2g.
- See 2.2 b for details.
- 2.2h. Team piloted the PBL unit developed and plans to develop another unit for next year over the summer 2023.
- 2.2m.

Outcomes: Systems

- 2.2k.
- 2.2k.
- 2.2l. A draft document has been prepared for review.

Priority 2.2 Timeline	2022		2023			2024			2025			2026		2027		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
2.2a. Student voice	Purple	Purple	Red	Red	Red	Red	Red	Orange	Orange	Orange	Orange	Orange	Blue	Blue	Blue	Blue
2.2b. Culturally relevant pedagogy	Purple	Purple	Red	Red	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Orange	Blue	Blue	Blue	Blue
2.2c Core ELA	Purple	Red	Red	Red	Red	Red	Red	Red	Red	Orange	Orange	Orange	Orange	Blue	Blue	Blue
2.2d Core SEL	Purple	Orange	Orange	Orange	Orange	Orange	Blue	Blue	Blue	Green	Green	Green	Green	Green	Green	Green
2.2e. SEL Tier 2 & 3			Purple	Purple	Red	Red	Red	Red	Red	Orange	Orange	Orange	Orange	Orange	Orange	Blue
2.2f. Dual Language				Purple	Red	Red										
2.2g. Instructional strategies	Red	Orange	Orange	Orange	Orange	Orange	Orange	Blue	Blue	Blue	Blue	Blue	Green	Green	Green	Green
2.2h HAL project based learning	Red	Red	Red	Red	Orange	Orange	Orange	Blue	Blue	Blue	Green	Green	Green	Green	Green	Green
2.2i Extracurricular data		Purple	Purple	Orange	Orange	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
2.2j Communication processes	Purple	Red	Red	Orange	Orange	Orange	Purple	Red	Red	Orange	Orange	Orange	Green	Green	Green	Green
2.2k Recruit diverse, high quality staff	Purple	Purple	Purple	Red	Red	Red	Red	Orange	Orange	Orange	Orange	Green	Green	Green	Green	Green
2.2l Equity metrics	Purple	Purple	Red	Red	Orange	Orange	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
2.2m Elementary Career Awareness Development	Purple	Purple	Red	Red	Orange	Orange	Orange	Blue	Blue	Green	Green	Green	Green	Green	Green	Green

Color	Stage	Description
1	Develop & Research	Development of the action plan that will be done to arrive at the desired outcome.

2	Research & Pre-boarding	Explore and learn about options for programming and build shared knowledge where appropriate. This may include a small group of staff piloting or previewing to make recommendations or decisions.
3	Initial Implementation	Initiate implementation with a building or across the district. In this phase a basic level of implementation will take place. Adjustments, attention, and revisions may be made following initial implementation.
4	Sustained Implementation	During this phase the implementation becomes more automatic and embedded into practice.
5	Operational	The plan has been fully operationalized in the district and moves into the monitoring and evaluation phase to ensure fidelity of implementation.

<p>Strategic Priority 2.3 Utilize a comprehensive continuous improvement process at the district, school, and program level to cultivate an organizational culture around growth, increased student achievement, and social-emotional development.</p>	
<p>Status: New Strategic Priority</p>	
<p>Outcomes</p> <ul style="list-style-type: none"> Review, update, and implement the District and Building Cognia School Improvement Plans. Review, update, and implement the District wide program evaluation model. 	<p>Timelines</p> <p>2021-2023</p> <p>2021-2023</p>
<p>Strategy Leader: Dr. Mike Rupprecht Key Members: Sara Zabrowski-Gates Key Teams: District Steering Committee, District & Building Administration, Guiding Coalitions/School Improvement Teams</p>	
<p>Progress Update:</p>	

11/8/2021: The District Administration has met with each Building Principal to review School Improvement Plans. During this, they discuss action steps, support needed, and the data that will be used to guide decision making. Building administrators will meet with District Administration again following the winter data to support the continued improvement process.

11/19/2021: During the 2020-21 school year, the District Steering Committee developed a research-based Program Evaluation model. This model was developed in response to the 2018-19 External Accreditation Team’s suggestions as a priority for improvement (2.12), and is designed to systematically assess the effectiveness of the program/suggest changes for improvement. The Program Evaluation Model consists of five distinct steps: (a) Program description, (b) Asking evaluation questions, (c) Methodology/gathering data, (d) Collecting and Reporting Results, and (e) Communication of Key Findings). The Program Evaluation model will be piloted by the DSC team during the 2021-2022 school year, and modified based on the results of the process.

12/9/22: In August 2022, the District Steering Committee began the process of adopting the updated Cognia standards. These new standards are built around four quality characteristics: Culture of Learning, Leadership for Learning, Engagement of Learning, and Growth in Learning. Central to these new quality characteristics is an emphasis on three key themes found within each standard including (a) a learner-centric environment that emphasizes student voice and agency, (b) a demonstration of equity that values the diversity of individuals, families, and cultures, and (c) the well-being of the learner that addresses multiple aspects of the learners’ circumstances and environment. These updated standards have been paired with a new, formative Teacher Observation Tool (TOT) designed to promote growth, equity, engagement, and student empowerment in the learning process. Training on the Teacher Observation Tool is tentatively scheduled for the spring of 2023, with the implementation process scheduled to begin during the 2023-24 school year.

Strategic Priority	
3.1 Complete a review of our talent acquisition, acceleration, advancement, and assessment processes and systems.	
Status: 50% Complete	
Outcomes	Timelines
<ul style="list-style-type: none"> Update hiring practices and procedures to include a talent, quality and fit component in the interview and selection process. Build upon recruitment strategies to encourage applicants from diverse backgrounds to apply. 	<p>2019-2021</p> <p>2021-2023</p>

<ul style="list-style-type: none"> ● Identify, develop, and implement teacher self-care supports. ● Identify, develop, and implement leadership and professional development opportunities for staff. 	<p>2021-2023</p> <p>2021-2023</p>
<p>Strategy Leader: Mike Rupprecht Key Members: Jason Buckingham Key Teams: Cabinet Leadership Team</p>	
<p>Progress Update: 11/19/2021: The District Administration has worked in several areas to support the recruitment and retainment of quality candidates. Multiple Humanex tools have been implemented in the recruitment process as well as culture and climate assessments to review and impact the working environment for current staff. Building principals and teacher leaders are more involved with the selection of new staff allowing for deeper levels of ownership within their teams.</p> <p>Mike Rupprecht has implemented a Diversity Scholarship Program for potential student teachers to Ralston Public Schools. Diverse teacher candidates can earn stipends for completing their student teaching here in Ralston. This program allows the District to recognize talent early and immediately begin recruitment.</p> <p>District Administration closely monitors staff workload and substitute teacher coverage across the District. The Board of Education and Administration have identified additional days during the 1st semester that staff will not have to report allowing for time to unplug and recharge. As 2nd semester begins District Administration will continue to closely monitor conditions and respond accordingly.</p> <p>Looking ahead to the 2nd semester, the district will be implementing a new substitute teacher model designed to complement our two existing programs. The goals of this program are to (a) promote collaboration and communication, (b) foster relationships, (c) enhance performance, and (d) provide reliable support to our staff members.</p>	

12/15/2022: Implementation of a new application and human resource management system is underway. The new system, TalentEd, will allow for a more streamlined approach for candidates to submit applications to the District. Continued use of various Humanex tools are in place to help evaluate readiness and potential for success. Building principals and staff leadership teams are engaged in the recruitment and interview process allowing for higher levels of ownership within the process.

Continued use of the Humanex InsightEX assessment is in place to help evaluate the culture and climate within the buildings and District. Data review and action plan development will take place to help encourage change in areas of growth focus while also celebrating strengths. Adjustments and further input was collected as the 2023/2024 District calendar was adopted. Based upon input, changes were made to align with staff and family desires.

Working with our business partners in New York and Manilla, the district has also implemented a new program designed to attract candidates from diverse backgrounds to the district. Candidates who are interested in teaching in the United States now have a direct pathway to Ralston through the U.S. J1 Visa program. The implementation of this program not only provides the district with a pipeline to recruit new talent, but also provides a vehicle for our staff members to learn new instructional techniques and strategies from foreign teachers.



Requested information/action for the BOE Retreat 10/--/2023

Please have the following information prepared prior to our retreat on 10/--

1. Please bring to the retreat a working copy of the 1-3 goals from your subcommittee.
2. Please review our current strategic plan as presented 9/25/23 in the BOE agenda.
3. Please review the Purpose and Direction Statement below:

**Policy 1003
Purpose & Direction Statement**

Purpose Statement:

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

Direction Statement:

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

The Ralston Public Schools Believe:

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

What components of this statement need to be reviewed as we begin the process of redefining our strategic/school improvement plan?



Ralston
PUBLIC SCHOOLS

Superintendent Evaluation System

Board of Education Policy: 4057
AdvancED Standard: Leadership Capacity



4057

Superintendent Evaluation

The board shall observe and evaluate the superintendent based upon actual employment observations, collaboration with the board and interactions for an entire instructional period at least twice during his first year of employment and at least once each year thereafter. Additional evaluations may be conducted at the discretion of the board. For the purposes of this policy, “actual classroom observation” shall mean observing the superintendent performing activities that are typical of his or her position. An “entire instructional period” for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of some aspect of the superintendent’s work during the semester for no less than 40 minutes.

Purpose. The purposes of the formal job evaluation are:

1. To provide a means of rational, structured communication between the board and superintendent to create a more constructive and effective working relationship.
2. To provide a basis for commending, rewarding and reinforcing agreed-upon outcomes, as well as identifying areas where the superintendent has room to grow.
3. To clarify the superintendent’s role and inform the superintendent of the board’s expectations.

Dates. The first year evaluations shall take place (1) at or prior to the first October board meeting, and (2) at or prior to the first January board meeting. Annual evaluations shall take place at a board meeting held during the month before the date in the superintendent’s employment contract by which the board must notify the superintendent of its intention to consider the non-renewal or amendment of the contract. In the absence of such a contract provision, the annual evaluation shall take place at or prior to the March board meeting. The Superintendent shall remind the Board members in writing at least 45 days before the date of each upcoming evaluation and shall make his evaluation an agenda item for the board meeting.

Evaluation Document. The superintendent shall submit a recommended evaluation document to the board. The board shall meet and discuss the proposed document with the superintendent. The board may amend and adopt the proposed evaluation document. The board may amend the document or adopt a new document without amending this policy. The superintendent shall submit the evaluation document to the Nebraska Department of Education.

Evaluation Procedures. Each board member shall have the opportunity to individually evaluate the superintendent and complete an evaluation document. The board shall compile the individual evaluations into a single evaluation, provide a copy to the superintendent, and discuss it with him or her. The superintendent’s evaluation may be conducted in closed session if it is necessary to prevent needless injury to the superintendent’s reputation and he or she has not requested it be done in open session.

Deficiencies. If deficiencies are noted in the superintendent’s work performance, the board shall provide the superintendent at the time of the observation with a list of deficiencies and a list of suggestions for improvement and assistance in overcoming the deficiencies. The



board shall also provide the superintendent with follow-up evaluations and assistance when deficiencies remain, a timeline for improvement, sufficient time to improve and the resources if needed. In the alternative, the board may rely upon the superintendent's education, training, and expertise and require him or her to submit a "list of suggestions for improvement" or plan of improvement for the board's consideration.

Personnel File. The evaluation shall be signed by the superintendent, then the board of education following the order of office (eg. president, vice president, ect...). The superintendent shall place a copy of the evaluation in his or her personnel file. The superintendent may provide a written response to the evaluation to the board. A copy of the response shall also be placed in the superintendent's personnel file. The board may meet with the superintendent to discuss the written response.

Policy Limitation. The evaluation procedures are included in this policy as a result of the board's statutory obligation to evaluate the superintendent and do not give the superintendent any rights not provided by statute. The board's failure to comply with any procedures provided in this policy but not required by law shall not prohibit the board from taking any action regarding the superintendent's employment, up to and including the non renewal or cancellation of the employment contract.

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

Superintendent Evaluation Process

The evaluation process will be conducted twice annually in December and June unless conditions and circumstances otherwise dictate or demand. The following procedure will be adhered to and directed by the President of the Board of Education.

1. The Board President shall notify Board Members that the evaluation is scheduled and that they will receive a copy of the instrument. Each Board member will be asked to complete the instrument and submit it to the President or bring it to the meeting. Board Members who would like to submit an electronic copy may do so upon request.
2. The Superintendent will submit a self-evaluation to the Board.
3. An open or closed session will be scheduled at which time the Superintendent and the Board will be given time to generally discuss work progress and concerns.
4. The Board President will preside over discussions of the individual evaluations and work towards the development of a consensus of the Board.
5. An evaluation conversation will be scheduled with the Superintendent within two (2) weeks following the evaluation meeting. A written summary representing Board member consensus will be provided.
6. The Superintendent will be encouraged to respond in writing to the suggestions/concerns/directives that emerged through the process.
7. The completed document will be signed by the Board President and the Superintendent and will be placed on file.
8. The Board and Superintendent will annually schedule a meeting to revise or create performance goals.



Superintendent Evaluation Definitions:

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

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

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

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

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

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

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

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

Effective Practices

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



1. **Shared Vision and Strategic Direction**

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

2. **Board, Policy, and the Education System**

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

3. **Collaboration with Families and Community**

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

4. **Continuous Improvement and Accountability**

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

5. **Teaching and Learning**

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

6. **Personnel Leadership**

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

7. **Systems Leadership and Management**

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

8. **Equity, Climate, and Culture**

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

9. **Leadership, Conduct, and Professional Growth**

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



Effective Practices, Indicators, and Evidence Rubric

EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction

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

Indicators and Evidence

1. Develops and implements a shared vision and strategic direction that guides the district into supporting high expectations for student achievement.
 - *Evidence: Documentation of a shared vision and strategic direction supports high expectations of student achievement and accomplishment, developed with specific strategies, measurable outcomes and timelines.*
2. Partners with the board of education and key community constituents in the development of the shared vision and strategic direction.
 - *Evidence: Documentation of collaborative development of the shared vision and strategic direction involving board members and key community constituents.*
3. Ensures the shared vision and strategic direction represents the current and future needs of the district and school community.
 - *Evidence: Community engagement meetings and surveys solicit input and feedback on the vision and strategic direction from diverse stakeholders and constituents.*
4. Engages constituents within the district and school community to develop a commitment to the shared vision and the strategic direction.
 - *Evidence: Board, staff, community presentations and updates routinely model commitment to the shared vision and strategic direction.*
5. Continually models and reinforces commitment to the shared vision through the use of diverse communication strategies.
 - *Evidence: Newsletters, articles, and information on the district website routinely provide constituents with information and updates related to the shared vision and strategic direction.*
6. Routinely solicits feedback—including periodic review and revision of the shared vision and strategic direction—with input from students, parents, teachers, administrators, board members, and the community.
 - *Evidence: Feedback processes such as surveys, formal and informal meetings, or committees solicit input from students, parents, teachers, administrators, board members, and the community.*

Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> • <i>Shared vision and strategic direction are not documented</i> • <i>Constituents and stakeholders have no or limited engagement in the vision/direction</i> • <i>No evidence of routine feedback or review</i> 	<ul style="list-style-type: none"> • <i>Vision or direction is documented</i> • <i>Some evidence of constituent engagement</i> • <i>Some evidence of feedback and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented and used to guide the district</i> • <i>Evidence of engagement with constituents in development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review</i> 	<ul style="list-style-type: none"> • <i>Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district</i> • <i>Evidence of engagement with constituents in development and implementation of strategic direction</i> • <i>Evidence of progress, feedback, and review including input from board, administrators, teachers,</i> • <i>students, and parents</i>



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

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

Indicators and Evidence

1. Actively and continually fosters board relationships, and keeps board members informed and engaged in development.
 - *Evidence: Board agendas and board communication keep board members informed; and strategies, such as board committees or board professional development, keep board members engaged in a proactive process focused on district needs and policy priorities.*
2. Proactively responds to district needs and policy priorities.
 - *Evidence: Board agendas, reports, and communication are used to inform board and community members on district needs and policy priorities.*
3. Provides leadership in the compliance, review, and development of local policy.
 - *Evidence: Board policies are current, aligned with state and local policy, and keep the district in compliance with state and federal regulations.*
4. Stays current on, responds to, and advocates for state or federal policy, as needed to support the district's shared vision and strategic direction.
 - *Evidence: Reports to board members and staff demonstrate up-to-date information on state or federal policy, as needed.*
5. Collaboratively works to influence local, district, state, and national decisions impacting
 - *Evidence: Board reports, board communication, and professional development show evidence of engagement of key stakeholders and participation in activities that support district, state, and national policy decisions that impact student learning.*



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

EFFECTIVE PRACTICE: (3) Collaboration with Families and Community

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

Indicators and Evidence

1. Communicates regularly and openly with families and stakeholders in the community about the district, school(s), students, needs, challenges and accomplishments.
 - *Evidence: Newsletters, newspaper articles, web articles, and communication plan/goals exist with timelines and benchmarks.*
2. Maintains a presence in the district/school community to understand its strengths and needs.
 - *Evidence: Participation in community events, facilitating community meetings or informational sessions, or conducting needs assessments or community surveys.*
3. Understands and is engaged with community needs, priorities, and resources.
 - *Evidence: Community surveys, data on community needs, and community engagement plan/goals exist with timelines and benchmarks.*
4. Models collaboration within the organization and encourages collaboration between administrators, teachers, families and the community at the school level.
 - *Evidence: Reports, presentations, and updates demonstrate collaboration within organizations; and activities and professional development reinforce collaboration between administrators and teachers. Strategic planning and school improvement planning are developed with collaborative input through engagement of administrators, teachers, families, and the community. School climate surveys include input from students, teachers, parents and the community, and results are shared internally and externally.*
 - *Evidence: Open houses, family nights, parent-teacher conferences, and individualized educational planning involve collaboration between administrators, teachers, families, and the community.*

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

EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability

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

Indicators and Evidence

1. Demonstrates a commitment to accountability by modeling and ensuring everyone is held accountable for student success.
 - *Evidence: Board policies and procedures define a system of accountability and reports and presentations keep the board and community informed about district and school accountability.*
2. Systematically reviews, anticipates, and analyzes emerging trends and innovative strategies to continually improve all elements of the system.
 - *Evidence: Board reports and presentations keep the board informed of emerging trends and innovative strategies to continually improve all schools in the district.*
3. Maintains comprehensive and current information about student progress, academic achievement, and school(s) and district effectiveness.
 - *Evidence: Robust, comprehensive strategic/school improvement plans for the district and each school are based on comprehensive and current information on student progress and achievement, with specific goals and benchmarks aligned with state and national indicators of quality and best practice.*
4. Makes informed recommendations to the board and makes decisions based on multiple data sources.
 - *Evidence: Multiple data sources are used and clearly explained in board reports and board recommendations.*
5. Engages families and communities on student needs, successes, and challenges on a regular basis.
 - *Evidence: Administrative and board reports routinely provide information regarding activities to engage the family and community on student needs, successes, and challenges.*
6. Aligns district processes with state and national indicators of quality, accreditation, and accountability.
 - *Evidence: Board reports provide information on school and district accountability and accreditation (NDE Rule 10); and district policies, procedures, and practice align with state and national expectations of accreditation and accountability.*

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

EFFECTIVE PRACTICE: (5) Teaching and Learning

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

Indicators and Evidence

1. Ensures the implementation of a coherent system of curriculum, instruction and assessment that aligns with the shared vision, is culturally responsive and embodies high expectations.
 - *Evidence: District curriculum and program expectations have been board approved and are available for review; information on general instructional practices or an instructional framework is available for review; and district assessment and grading practices are board approved, when appropriate and available for review.*
2. Communicates high expectations for student achievement that is accomplished by a data-driven approach that produces effective results.
 - *Evidence: District or school improvement plans clearly articulate data-driven high expectations that are incorporated into the curriculum and instructional plans of the district and school(s).*
3. Ensures district/school curriculum and programs are research-based and innovative and provide learning experiences and opportunities that lead all students to success at the next level.
 - *Evidence: Board reports, presentations and student achievement data reflect that processes are in place to ensure curriculum and programs are developed using research-based and innovative practices and are monitored and adjusted to provide equitable and challenging learning experiences and opportunities that lead all students to success at the next level.*
4. Ensures curricular and programmatic expectations are available for review and input by students, parents, and community members.
 - *Evidence: District curriculum and program expectations are available for review; and a process for student, parent, and community input is identified in district policy, procedures, or practices.*
5. Monitors and supports the implementation of research-based, instructional practices.
 - *Evidence: Board reports and presentations, as well as district procedures and practices, reflect the teacher's use of high expectations and instructional best practices.*

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

EFFECTIVE PRACTICE: (6) Personnel Leadership

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

Indicators and Evidence

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

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



EFFECTIVE PRACTICE: (7) Systems Leadership and Management

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

Indicators and Evidence

1. Ensures business processes and systems are in place for budgeting and financial planning.
 - *Evidence: Board reports on budget and financial status demonstrate district policies, procedures, and practices are aligned with effective use of business processes and systems in all aspects of the district's finances.*
2. Communicates expectations that align board and district vision with the use of physical and financial resources of the district.
 - *Evidence: Board reports and presentations on use of physical and financial resources reflect an alignment with the district's shared vision, strategic direction, district or school improvement plans, and the priority of student learning and student success.*
3. Uses a systems approach that optimizes the use of facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles.
 - *Evidence: Short-term and long-term plans for facilities and transportation are available and routinely updated; facilities are clean, updated, safe, and secure. Facilities, grounds and vehicles are well-maintained, clean and safe. Schools and classrooms are inviting, engaging and student-centered.*
4. Identifies and resolves issues, manages conflicts and builds consensus about the use of physical and financial resources of the district.
 - *Evidence: District policies, procedures, and practices define processes for handling conflict, and routine communication keeps board members informed of operational issues and the resolution of such issues.*

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



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

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

Indicators and Evidence

1. Creates a school system in which shared vision on equity and equitable practices are the norm.
 - *Evidence: District practices including communication plans and community/student/staff surveys of climate and culture reinforce a shared vision of equity and equitable practices.*
2. Develops processes and programs that support the academic, physical, social, and emotional growth of all students.
 - *Evidence: District policies, procedures, practices and programs clearly support the academic, physical, social, and emotional growth of all students.*
3. Visibly and actively develops and communicates a positive and responsive culture of high expectations and well-being for self, staff and all students.
 - *Evidence: The superintendent uses oral and written communication strategies, and problem-solving strategies with the board, staff, students, parents, and the community that convey a positive and responsive culture of high expectations.*

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

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

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

Indicators and Evidence

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

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



Superintendent Evaluation

Superintendent:

Date:

Evaluator:

<p>EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction The superintendent leads the development and implementation of a shared vision, strategic direction, and goals that reflect the district's core values, beliefs, and priorities.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>EFFECTIVE PRACTICE: (2) Board, Policy, and the Education System The superintendent provides direction for the board in policy development and district governance within the political, social, economic, or legal context in which the district exists.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>EFFECTIVE PRACTICE: (3) Collaboration with Families and Community The superintendent leads through a collaborative process engaging all stakeholders and mobilizing community resources in support of the vision and strategic direction of the school district.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<p>EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability The superintendent promotes student success through a clearly defined process of accountability and a culture of continuous improvement.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			



EFFECTIVE PRACTICE: (5) Teaching and Learning The superintendent ensures student success through continuous improvement and leadership focused on evidence-based practices in teaching and learning.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (6) Personnel Leadership The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (7) Systems Leadership and Management The superintendent promotes student success by managing the organizational structure and resources in a way that ensures a safe, efficient, and effective learning environment.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
EFFECTIVE PRACTICE: (8) Equity, Climate, and Culture The superintendent fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
EFFECTIVE PRACTICE: (9) Leadership, Conduct, and Professional Growth The superintendent leads with enthusiasm, fairness, and integrity; demonstrates a high level of personal and professional conduct; participates in professional learning opportunities; and, models continuous improvement.			
Unsatisfactory	Basic	Proficient	Distinguished



Narrative (required for basic and unsatisfactory ratings):

SUMMARY OF EVALUATION

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

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

Superintendent Signature: _____

Date: _____

Board President Signature: _____

Date: _____



NASB STANDARD SUPERINTENDENT EVALUATION HANDBOOK

THE NASB MISSION STATEMENT

THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS
PROVIDES PROGRAMS, SERVICES, AND ADVOCACY TO
STRENGTHEN PUBLIC EDUCATION FOR ALL NEBRASKANS.



NASB BOARD LEADERSHIP TEAM MISSION

TO PROMOTE AND ADVANCE EFFECTIVE BOARD
GOVERNANCE AND LEADERSHIP TO SUPPORT
LEARNING FOR ALL STUDENTS.

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TABLE OF CONTENTS

NASB Superintendent Evaluation System	Page 4
Superintendent Evaluation Outline	Page 5
NASB Superintendent Online Evaluation System	Page 6
NASB Standard Superintendent Evaluation Instrument	Page 9
NASB Standard Superintendent Job Description	Page 18
NASB Standard Superintendent Evaluation Sample Report	Page 23
Following the Superintendent Evaluation	Page 25

NASB SUPERINTENDENT EVALUATION SYSTEM

The superintendent evaluation is one of the fundamental responsibilities of the school board. The intended purpose is to assess the superintendent in relation to performance-based standards that prove effective in relation to student learning. The superintendent should take the lead by conducting a self-assessment to aid in the development of goal setting, a professional development plan, and personal reflection of how he/she has demonstrated success in the performance of his/her duties.

The board and superintendent must exercise mutual understanding of the value and overall purpose of the evaluation process. Personalities and personal relationships must be removed from the process placing an emphasis on the professional attributes of the superintendent’s job performance. When effective and purposeful, a quality superintendent evaluation process will also aid in the development of mutual respect between the board-superintendent working relationship, benefit and clarify respective roles and responsibilities, create common understanding of the leadership qualities, and provide a mechanism for public accountability. Consequently, it is important to allow for flexibility in the process, remembering to differentiate between goals that can reasonably be expected to be achieved and goals that are subject to circumstances beyond the superintendent’s ability to control.

The board through their governance role should accomplish the following objectives through the evaluation process:

- Clarify the superintendent’s role as defined by the board
 - Develop an appropriate working relationship between the board and superintendent
 - Support job performance improvement and development
 - Establish goals and objectives to align to the district goals, strategic plan, and vision of the district
-

Strengthening the board-superintendent working relationship is vital to the continuing health and productive performance of the school district’s leadership team. The evaluation process is not an exercise that can be accomplished without design and purpose. The board and superintendent must be equally familiar with the process, adapt and apply the performance criteria to the expectations and responsibilities of the superintendent and the mission, vision, and goals for the school district. Therefore, it is important to understand the performance evaluation is an applicable method of communicating future expectations, not simply for reviewing past performance. A carefully administered evaluation reflects the record of the superintendent’s annual performance and provides a constructive accountability method for communication.

SUPERINTENDENT EVALUATION OUTLINE

The Association recommends a defined course of action to ensure the board executes an effective and appropriate evaluation process.

Designing an effective board process:

The board president will:

- ✓ Connect with NDE to verify the tool on record with the department
Contact Mr. Todd Wolverton todd.wolverton@nebraska.gov, and Dr. Sandy Suiter sandra.suiter@nebraska.gov at the Nebraska Department of Education to:
 - 1) Verify the superintendent evaluation on file with NDE, or
 - 2) Email a new superintendent evaluation to NDE requesting certification
- ✓ Request certification of the tool the board is adopting
- ✓ Upon receipt of certification place the new superintendent evaluation on the board meeting agenda for the board to officially adopt
- ✓ Forward a copy of the board meeting minutes to the contact who provided certification to validate the board's action to adopt
- ✓ Review and update a superintendent job description aligned to the evaluation instrument
- ✓ Review, update, and adopt the evaluation instrument periodically
- ✓ Consider board policy to determine if the evaluation is to be reviewed at a specific board meeting (i.e., November, December, etc.)
- ✓ Review the language of the superintendent contract to determine if the contract addresses superintendent evaluation
- ✓ Adopt an annual timeline to support board procedures for administering the superintendent evaluation according to policy and applicable contract language

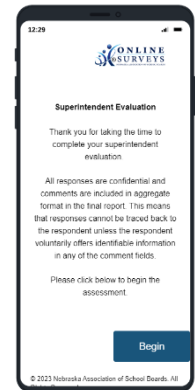
Superintendent evaluation must be filed with NDE and certified before it is utilized by the board according to 007.06 Certificated-Employee Evaluation and the full contents of the section of Rule 10.

007.06A2 *In the event a district changes its policies or procedures for certificated-employee evaluation, it shall submit the revised policies and procedures to the Commissioner or designee for approval. If the Commissioner or designee finds the policies and procedures in compliance with the requirements of Sections 007.06A through 007.06A1f, of this Chapter, it notifies the district in writing that such policies and procedures are approved. Such approval shall remain in effect until there is a change in the policies or procedures by the district, or the amendment of state law or regulations relating to such approval. In the event the Commissioner or designee does not find the revised policies and procedures of the district in compliance with the provisions of this Chapter, the Commissioner or designee will notify the district in writing and the district may resubmit amended policies and procedures. (The following information can also be found on the Accreditation website: <https://www.education.ne.gov/apac/accreditation-rule-10/>)*

NASB SUPERINTENDENT ONLINE EVALUATION SYSTEM

When administering the Superintendent Evaluation through the NASB Online Survey Service, the Association will:

- ✓ Distribute the superintendent evaluation on behalf of the board according to the timeline set forth
- ✓ Forward the superintendent link to complete a self-evaluation (this is typically a seven-day period)
- ✓ Compile the results of the self-evaluation and email a copy to each board member along with the link to the superintendent evaluation
- ✓ Distribute a link to all board members to complete evaluation (this is typically a ten-day period)
Note: The Superintendent Evaluation survey is accessible by computer, smart phone, and other mobile devices for ease of completion
- ✓ Send reminders to board members who have not completed the assessment prior to the deadline
- ✓ Compile the results of the feedback provided by the board
- ✓ Develop an Executive Summary highlighting board strengths and areas of need
- ✓ Distribute the evaluation report and summary to the Board President either through email or the U.S. Postal Service.
- ✓ Provide follow-up call with Board President to discuss summary and explain best practice and protocols/procedures moving forward
Note: A sample report is included on page 22 of this handbook



Returning districts will be given a comparative Superintendent Evaluation report showing standard averages from the current year and the most recent assessment. This use of comparative data allows the board to establish progress on areas of growth and goals.

- ✓ Add superintendent evaluation to the regular board meeting agenda
- ✓ Remember, the superintendent evaluation summary is protected from the Open Meetings Law request as it is a personnel document
- ✓ Discuss the superintendent evaluation during a regular meeting of the board in open session unless otherwise guided
- ✓ Contact the school attorney to verify the need for a closed session to discuss the superintendent evaluation

Note: It is the recommendation of the Association that the board conduct the superintendent evaluation in open session to ensure the board does not risk violating the Nebraska Open Meetings Law. The Association strongly advises the board president to contact the school attorney to ascertain his/her position with respect to the evaluation of the superintendent.

- ✓ Celebrate the positive success derived under the leadership of the current superintendent
- ✓ Work collaboratively with the superintendent to define goals and expectations to align to the identified areas of growth



NASB recommends the board continually review and adopt a superintendent evaluation instrument that effectively identifies the district's achievement progress under the superintendent's leadership.

SUPERINTENDENT PAY TRANSPARENCY ACT

Superintendent approved contracts and amendments are to be filed with the Nebraska Department of Education by August 1 each school year. Updated contracts/amendments may be uploaded at any time. Note: If the school district has a change during the school year, NDE requires that the old contract and amendments be removed and updated with the new contract and supporting documentation.

For each school district, a separate identification and description of all current and future costs of the contract that are reasonably anticipated as a result of any contract, and any adopted amendments, for services rendered by the superintendent, must be included in the budget statement and reported to the Auditor of Public Accounts (APA) per statute.

Superintendent Pay Transparency Act Statutory Requirements

Step 1. (CURRENT Superintendent)

Prior to Board Action - At least **three days** prior to the Board Meeting:

- Publish/Post Meeting Notice to approve proposed contract or amendment to the contract that provides detailed contract costs, date, time, and location of the Board Meeting.
- Publish/Post a (PDF) of the proposed contract or amendment.
- Publish in a newspaper **or** post the proposed contract or amendment and proposed costs on the school district website in a prominent location that is accessible to the public.

Step 2. (NEW HIRE of the Superintendent)

Following Board Action – At least **two days** following board action to approve the contract or amendment:

- Publish/Post a (PDF) of the approved contract or amendment.
- Publish/Post the contract/amendment costs for current year and estimate of costs for future years of the contract.
- Publish in a newspaper **or** post the contract or amendment and complete proposed cost information on the school district website in a prominent location that is accessible to the public.

Step 3. (RESPONSIBILITIES Following Board Action)

Annually, on or before August 1st - The school district Superintendent will submit a (PDF) copy of the approved contract or contract with amendment through the Consolidated Data Collection (CDC) in the NDE Portal. *Instructions for filing may be found at:*

https://cdc.education.ne.gov/STPA/Instructions/STPA_Instructions.pdf

*Annually, on or before **September 20th*** - The school district Superintendent will submit Budget Schedule D with the budget documents.

*Annually, on **October 1st*** - NDE will withhold state and local funds for those districts that have not submitted their approved contract/contract with amendment for the current year.

*Note: If the school district has a change in the superintendent during the school year, the respective district must update the information with NDE and post according to the guidelines outlined above. Remove the old information including contracts and/or amendments and update with the new contract.

NASB STANDARD SUPERINTENDENT EVALUATION INSTRUMENT

The superintendent's evaluation serves several functions. Most importantly, it will link the superintendent's assessment to the district's vision and goals by establishing a set of performance indicators for the superintendent. The effective evaluation process fosters communication and understanding between the board and superintendent, commends the superintendent for accomplishments, and documents decisions made regarding the superintendent's employment.

Standard I: Mission, Vision, & Goals

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
I.a.	Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.						
I.b.	Assumes the key leadership role and responsibility for growth and improved student learning.						
I.c.	Seeks input from the board when appropriate.						
I.d.	Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community) in the discussion of long-term plans and goals.						
I.e.	Effectively utilizes data to guide and monitor progress of district goals.						
I.f.	Implements and monitors progress of the district/strategic plan.						
I.g.	Identifies and proactively addresses potential barriers to ensure the success of the school district.						
	<p>Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to:</p> <ul style="list-style-type: none"> • District strategic plan/district goals • Plan for implementing monitoring and reporting progress of strategic plan/district goals • School improvement plan (including updates/assessment of progress and modifications) • School improvement teams • Superintendent performance plan aligned with district priorities and indicators to measure progress and success • Student performance data • Engagement/communication plan • Meeting agendas/minutes 						
	If you were to suggest one improvement to Mission, Vision, and Goals for the upcoming year, what would it be?						

Standard II: Policy

Standard Descriptor: The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
II.a.	Works with the board to review, update and adopt effective and purposeful district policy.						
II.b.	Governs consistently through board policy and administrative protocol and procedures.						
II.c.	Provides public access to district policy.						
II.d.	Ensures all handbooks are aligned to district policy.						
II.e.	Implements a policy to ensure curriculum is reviewed and aligned with current state standards.						
II.f.	Ensures student discipline is implemented with integrity and consistency.						
II.g.	Personnel policies are clear and implemented consistently.						
II.h.	Monitors administrators' implementation of policy and procedures.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • District adopted policy review process/calendar • Progress/updates of the board's work with policy • Policy committee minutes • Curriculum review policy • Meeting agendas/minutes 						
	If you were to suggest one improvement to Policy for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

Standard III: Budget Planning & Management

Standard Descriptor: The superintendent provides organizational leadership district-wide to ensure fiscal responsibility by allocating, using, and investing district resources to support effective instruction and improved student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.
The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
III.a.	Upholds fiscal responsibility and accountability.						
III.b.	Leads a collaborative board and administrative budget planning process to align resources with the district mission, vision, and goals.						
III.c.	Utilizes data, research, and informed decision-making to support the allocation of district resources.						
III.d.	Updates board with historical and current budget data to monitor revenue and expenditures.						
III.e.	Ensures that the district completes an annual CPA audit and discloses findings to the finance committee/board.						
III.f.	Advocates for and pursues innovative solutions to improve and expand fiscal and human resources.						
III.g.	Ensures the maintenance and upkeep of facilities.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Budget strategic/district goals • Professional development plan • Monthly budget reports • Quarterly expenditure updates • District audit • Management and use of alternative resources (i.e. ESU funding, all grant applications, etc.) • Five/Ten-year facility plan • Budget development calendar/board • Financial policies • Forecast financial data 						
	If you were to suggest one improvement to Budget Planning and Management for the upcoming year, what would it be?						

Standard IV: Educational Leadership

Standard Descriptor: The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current/applicable curriculum and assessments to support student success.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
IV.a.	Advocates for the learning needs of all students.						
IV.b.	Promotes a student-centered culture.						
IV.c.	Advocates for the engagement of parents/families as partners in the education of students.						
IV.d.	Ensures curricular and instructional decision-making is based upon current research, data, and best practice.						
IV.e.	Provides the time and resources to align curriculum vertically, horizontally, and to the state standards.						
IV.f.	Provides comprehensive coursework and opportunities to ensure college/career readiness for every student.						
IV.g.	Ensures the district-adopted instructional framework is implemented consistently.						
IV.h.	Integrates the district-adopted instructional framework into certificated staff evaluations.						
IV.i.	Advocates for curriculum and instruction that challenges each student.						
IV.j.	Optimizes alignment of resources, curriculum, and assessments to support student success.						
IV.k.	Provides integrated technology curriculum and resources.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • District strategic plan/district goals • School improvement plan (including assessment of progress and modifications) • School improvement teams • District calendar • Curriculum review cycle plan and updated policy for curriculum and assessment review • Curriculum review committee minutes • Student performance data and goals • Data to support instruction strategies and student-centered initiatives • Curriculum/programs additions/modifications • Instructional model 						
	If you were to suggest one improvement to Educational Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

Standard V: Organizational & Cultural Leadership

Standard Descriptor: The superintendent provides cultural leadership through accountability, inclusiveness, engagement, and advocacy for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
V.a.	Contributes to a unified school environment of trust and respect among students, staff, families, and community members.						
V.b.	Develops, implements, and sustains a responsive district crisis and safety plan.						
V.c.	Commits to developing a high-performing leadership team.						
V.d.	Ensures a purposeful and equitable recruiting and hiring process.						
V.e.	Integrates an effective conflict resolution process to address matters in a purposeful and timely manner.						
V.f.	Promotes a culture of shared expectations and mutual accountability.						
V.g.	Provides leadership to support the health and well-being of staff and students.						
V.h.	Promotes an environment where differing opinions and backgrounds are welcomed and embraced among staff and students.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Conflict resolution process • Leadership development plan • Professional development plan • Crisis and safety plan • Executive summary of the safety audit • Hiring protocols and procedures • Evidence to validate engagement of parents/families • Diversity, equity, and inclusion initiatives • Personnel policies 						
	If you were to suggest one improvement to Organizational and Cultural Leadership for the upcoming year, what would it be?						

Standard VI: Community Relations

Standard Descriptor: The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members, and business leaders.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VI.a.	Establishes a visible presence in the district and community.						
VI.b.	Regularly attends and participates in school activities, events, and programs.						
VI.c.	Interacts and expresses genuine interest in building a connection with students.						
VI.d.	Develops collaborative partnerships to foster support for the school district.						
VI.e.	Effectively communicates key public information in a timely manner.						
VI.f.	Promotes a positive image of the district.						
VI.g.	Understands and is respectful of the political, economic, and social aspects of the community.						
VI.h.	Seeks a positive relationship with parents and community members.						
VI.i.	Engages special interest groups to work collaboratively to address concerns and opinions that may present conflict.						
	<p>Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i></p> <ul style="list-style-type: none"> • Community engagement summary/report • District partnerships and initiatives established to provide resources and support • Partnership support received through the district foundation, scholarships, grant monies, etc. • Inter-local agreements • District annual report • Communications designed by and distributed to generate support of the district • Membership and participation with civic, community and state organizations • Meeting invitations/agendas 						
	If you were to suggest one improvement to Community Relations for the upcoming year, what would it be?						

Standard VII: Professional Leadership

The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VII.a.	Models positive and professional leadership based upon ethics, trust, integrity, and respect.						
VII.b.	Addresses concerns and opinions with respect and confidence.						
VII.c.	Provides professional development to fulfill responsibilities and grow in current position.						
VII.d.	Provides an effective evaluation process with constructive feedback.						
VII.e.	Exemplifies a life-long learning model to grow personal and professional knowledge.						
VII.f.	Demonstrates knowledge of current evidence-based practices for teaching and learning and seeks to develop others in this area.						
VII.g.	Establishes clear and consistent expectations for staff.						
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • Memberships • Professional development activities (including, but not limited to conferences, workshops, committee work, studies, research, and published works) • Educational growth plan (professional goals and development) • Leadership team development plan • District staff professional development plan 						
	If you were to suggest one improvement to Professional Leadership for the upcoming year, what would it be?						

**Grey-highlighted questions indicate that they are asked only to the superintendent in the self-evaluation.*

Standard VIII: Board-Superintendent Relations

The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .

		Excellent	Good	Average	Fair	Poor	Unsure
VIII.a.	Maintains an appropriate and professional relationship with the board.						
VIII.b.	Keeps all board members informed with consistent and open communication.						
VIII.c.	Demonstrates support and respect for the board and refrains from public criticism of the board.						
VIII.d.	Demonstrates collaborative problem solving and decision-making.						
VIII.e.	Supports board committee work as part of effective board decision-making.						
VIII.f.	Collaboratively supports or opposes, local, state and/or federal legislation impacting the district.						
	Provide evidence to support your choices above. <i>*Suggested supplemental evidence for this standard includes but is not limited to:</i> <ul style="list-style-type: none"> • Superintendent performance plan/goals • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 						
	If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be?						

Standard IX: Strategic Planning

The superintendent collaborates with the board to implement and monitor progress of the strategic plan.

Please provide evidence to support the superintendent's leadership in strategic planning.

IX.a.	What evidence can the board identify to validate the superintendent is implementing and monitoring progress of the strategic plan priorities?	
IX.b.	When is the superintendent reviewing the progress/success of the strategic plan with the board?	
IX.c.	How and where is the superintendent documenting the progress and success of the strategic plan priorities?	
IX.d.	Is the superintendent aligning the budget and district resources to ensure the success of the strategic plan priorities?	
IX.e.	How has the implementation of the strategic plan altered the focus of the superintendent and his/her engagement with the board?	
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?	
	Provide evidence to support your choices above. *Suggested supplemental evidence for this standard includes but is not limited to: <ul style="list-style-type: none"> • Superintendent performance plan/goals • NASB Strategic Plan Progress Analysis Reports • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes 	
	If you were to suggest one improvement to Strategic Planning for the upcoming year, what would it be?	

NASB STANDARD SUPERINTENDENT JOB DESCRIPTION

The superintendent's job description identifies the essential tasks that are assigned and expected of the district leader. The job description may also identify reporting relationships, describe required and desirable qualifications. The board and superintendent are collectively responsible for developing and maintaining an accurate and current job description to support the superintendent. The duties should be appropriate to the position and leadership responsibilities and aligned to the accountability defined in the evaluation instrument.

Overview of the Position of Superintendent

The Superintendent of Schools reports directly to the board and holds all staff accountable. The superintendent promotes leadership to ensure the district provides the best possible educational programs and services for all students at the school district. To lead, guide, direct every member of the administrative, instruction, and support services staff in setting and achieving the highest standards of excellence in educational programs and operations. To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the school district. To oversee and administer the use of all facilities, property, and funds in the best interest of students, the school district, and community.

Performance Responsibilities:

The job responsibilities of the Superintendent include the ability to function effectively in each of the following areas:

Job Requirements:

- A. Education Specialist Degree or Doctorate
- B. Nebraska Administrative and Supervisory Certificate
- C. Experience (as defined by the Board)

Reports to:

The Superintendent of Schools reports directly to the Board and may delegate specific powers or duties to assistants or subordinates, while maintaining final responsibility and actions taken.

Job Responsibilities:

The Superintendent is the chief executive officer of the school district and serves in both a leadership and management role. The Superintendent may delegate performance of management; however, the Superintendent will maintain final responsibility for actions taken.

Standard I: Mission, Vision, and Goals

The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

Performance Indicators:

- A. Develops, implements, and monitors plans for accomplishing the district mission, vision, and goals

- B. Engages internal and external stakeholders in the educational vision and priorities of the district
- C. Reviews the progress of the School Improvement Plan
- D. Leads the board in the development of a vision to support goals and long-range decision-making
- E. Provides and advocates for decision-making based upon data and best practice in allocation of district resources
- F. Plans, formulates, recommends, and advises the board concerning various issues, trends, concerns, and/or any legislation that may impact the district’s mission or strategic plans

Standard II: Policy

The superintendent works collaboratively with the board to define, update, and adopt effective and purposeful district policy.

Performance Indicators:

- A. Provides guidance to the board in the development of policy, adoption, and revisions
- B. Implements administrative protocol and procedures via effective and purposeful board policy
- C. Provides public access to district policy and ensures all handbooks aligned to board policy
- D. Ensures and monitors administrators in providing procedural enforcement and regulation
- E. Conducts all meetings of the board in accordance with the Nebraska Open Meetings Law
- F. Conducts all school business and decision-making within the parameters of NDE Rules and Regulations, state and federal laws, and board policy
- G. Files all reports required by state or federal law/regulations

Standard III: Budget Planning and Management

The superintendent provides organizational leadership district-wide to ensure fiscal responsibility by allocating, using, and investing district resources to support effective instruction and improved student learning.

Performance Indicators:

- A. Educates and engages the board in discussion of the development of the budget, acting in accordance with rules and regulations, statute, and policy
- B. Leads budget planning process including forecasting potential revenue, expenditures, and needs to align with available resources and district mission, vision, and goals
- C. Establishes and maintains efficient procedures and effective controls for operations and all expenditures
- D. Administers the adopted budget in accordance with legal requirements and board policy
- E. Remains accountable to the board for utilization of fiscal and human resources
- F. Provides effective financial forecasting and long and short-term financial planning to support decision-making

- G. Ensures the upkeep and maintenance of all facilities, and in collaboration with the board, plans for long-range facilities maintenance and upkeep
- H. Ensures completion of an annual CPA audit in accordance with law, board policy, and prompt disclosure of findings to board and/or finance committee

Standard IV: Educational Leadership

The superintendent provides educational leadership ensuring resources align and support best practice for instructional standards, as well as implementation of current and/or applicable curriculum/ assessments to support student success.

Performance Indicators:

- A. Assumes the key educational leadership role by promoting a culture centered around students, curriculum, and instruction to meet the needs of all students
- B. Promotes the engagement of parents and families as partners in the education of students
- C. Considers methods to advance programs and services to address the needs of the district
- D. Validates district is in compliance with NDE Accreditation requirements
- E. Informs the board of AQuESTT status for each building and the school district
- F. Ensures alignment of curriculum vertically, horizontally, and to the state standards and consistent implementation of the district-adopted instructional framework
- G. Integrates the district-adopted instructional framework into certificated staff evaluations
- H. Provides comprehensive coursework and opportunities to ensure college/career readiness for every student
- I. Optimizes alignment of resources, curriculum, and assessments to support student success

Standard V: Organizational and Cultural Leadership

The superintendent provides cultural leadership through accountability, inclusiveness, engagement and advocacy for staff and students.

Performance Indicators:

- A. Promotes a healthy environment advocating for diversity, equity, and inclusion initiatives for staff and students
- B. Creates a respectful culture of shared expectations, mutual accountabilities, and constructive feedback
- C. Develops a high-performing leadership team and conducts purposeful and equitable recruiting and hiring processes
- D. Resolves conflict and addresses social-emotional matters in a purposeful and timely manner
- E. Coordinates a responsive district crisis and safety plan

Standard VI: Community Relations

The superintendent establishes and sustains effective communication to inform and engage the board, parents, students, staff, local and state government officials, community members and business leaders.

Performance Indicators:

- A. Represents the school district through effective public relations and engagement
- B. Develops and sustains purposeful community partners to support the educational needs of the district
- C. Establishes a visible presence and positive relationships with board members, parents, students, and community members
- D. Expresses genuine interest in building a connection with students and regularly attends and participates in school activities, events, and programs

Standard VII: Professional Leadership

The superintendent models and demonstrates professional leadership, ethics, and a commitment to growth and improved instruction and learning for staff and students.

Performance Indicators:

- A. Delegates duties as appropriate, with the knowledge of final responsibilities for action taken
- B. Models ethical leadership in word and deed that is based upon integrity, trust, and respect
- C. Conducts staff observations and evaluations per board policy and legal requirements, ensures that evaluations are completed by other district staff as assigned, improvement plans are implemented as the need is identified
- D. Affords opportunities for staff to participate in professional development
- E. Demonstrates a personal and professional commitment to life-long learning knowledge of current evidence-based practices, trends to support effective instruction and learning
- F. Assigns conditions of employment for staff in the best interest of the district and educational programs provided for students
- G. Participates, as deemed appropriate by the board, in negotiations with recognized employee bargaining groups

Standard VIII: Board-Superintendent Relations

The superintendent collaborates with the board to define district expectations, policies, and goals to support instruction and student learning.

Performance Indicators:

- A. Serves as the educational leader of the school district
- B. Assists the board in fulfilling their proper roles, responsibilities, and duties in an effective manner
- C. Coordinates the work of the board through collaborative problem-solving and decision-making

- D. Demonstrates support and respect for the board and board committee work
- E. Prepares for board adoption and distribution to the public an annual report as prescribed by law
- F. Maintains an appropriate and professional relationship with the board
- G. Provides the board with facts, information, data, and recommendation for action to support informed decision-making
- H. Ensures all board members are informed with timely, consistent, and open communication

Standard IX. Strategic Plan

The superintendent collaborates with the board to implement and monitor the progress of the strategic plan.

Performance Indicators:

- A. Provides evidence to validate the progress of the strategic plan priorities
- B. Reviews the progress and success of the strategic plan with the board
- C. Documents the progress and success of the strategic plan priorities
- D. Aligns the budget and district resources to the identified needs and priorities within the strategic plan
- E. Utilizes the strategic plan to support board discussion and engagement

NASB STANDARD SUPERINTENDENT EVALUATION SAMPLE REPORT:



Nebraskaland Public Schools Superintendent Evaluation Spring 2023



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1

Self-Evaluation Standard Averages *(listed highest to lowest)*

Spring 2023

- 5.00 - Standard III: Budget Planning & Management
- 5.00 - Standard VI: Community Relations
- 4.57 - Standard V: Organizational & Cultural Leadership
- 4.50 - Standard II: Policy
- 4.50 - Standard IV: Educational Leadership
- 4.29 - Standard VII: Professional Leadership
- 4.20 - Standard I: Mission, Vision, & Goals
- 3.83 - Standard VIII: Board-Superintendent Relations

Board Evaluation Standard Averages *(listed highest to lowest)*

Spring 2023

- 5.29 - Standard III: Budget Planning & Management
- 5.24 - Standard VI: Community Relations
- 5.15 - Standard VIII: Board-Superintendent Relations
- 5.10 - Standard I: Mission, Vision, & Goals
- 5.10 - Standard V: Organizational & Cultural Leadership
- 5.06 - Standard II: Policy
- 4.68 - Standard VII: Professional Leadership
- 4.48 - Standard IV: Educational Leadership

*Averages range from 1.00-6.00 with averages closer to 6.00 indicating strengths and averages closer to 1.00 indicating areas for growth.
Scale: Excellent (6.00); Good (5.00); Average (4.00); Unsure (3.00); Fair (2.00); Poor (1.00)*

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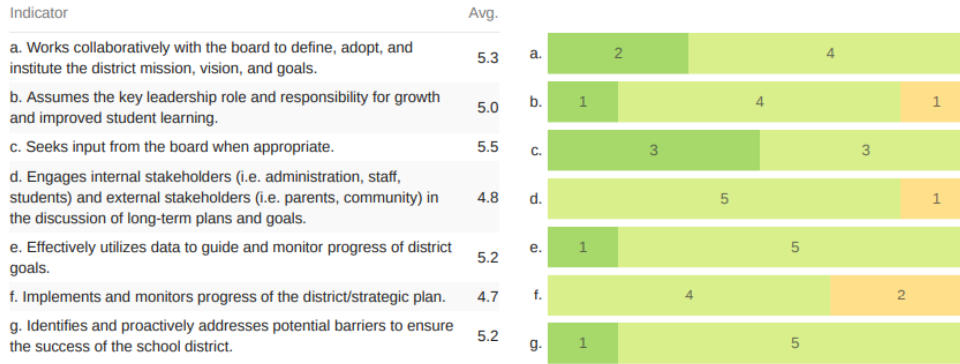
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Standard I: Mission, Vision, & Goals

Standard Descriptor: The superintendent works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals to ensure the progress and success of student learning and achievement.

Please indicate what you feel is the most accurate descriptor to the following statements.

The Superintendent . . .



Note: The averages range from 1.00-6.00 with averages closer to 6.00 indicating strengths and averages closer to 1.00 indicating areas for growth.

● Excellent ● Good ● Average ● Fair ● Poor ● Unsure

Values are as follows:

Excellent: 6 Good: 5 Average: 4 Fair: 2 Poor: 1 Unsure: 3

Standard I: Mission, Vision, & Goals

Provide evidence to support your choices above.

Suggested supplemental evidence for this standard includes but is not limited to:

- District strategic plan/district goals
- School improvement team
- Student performance data
- Engagement/communication plan
- Plan for implementing, monitoring and reporting progress of strategic plan/district goals
- School improvement plan (including updates/assessment of progress and modifications)
- Superintendent performance plan aligned with district priorities and indicators to measure progress and success
- Meeting agendas/minutes

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Tempus cras accumsan malesuada. Convallis accusamus gravida suspendisse magnis fusce. Cursus primis, dolor.

If you were to suggest one area of growth in the superintendent's performance within Mission, Vision, & Goals for the upcoming year, what would it be?

Imperdiet dolorem proin. Tempora volutpat molestie pharetra eu, vestibulum tellus dui! Augue pharetra.

Integer pretium! Id augue dolorem tempor eu molestie dignissim ipsum.

At facilisi, elementum! Per consequat. Ultrices pede mattis dictumst commodo dui sodales bibendum magna.

Consectetuer augue aenean et suscipit facilisi ac sollicitudin per nunc malesuada nulla mattis! Sem, platea.

Nulla, interdum quis proin gravida sollicitudin platea aenean metus nec.

Vitae platea ab laoreet massa velit. Tempora! Vulputate visi commodo dictumst et placerat ultrices.

FOLLOWING THE SUPERINTENDENT EVALUATION, THE SUPERINTENDENT AND BOARD WILL:

- Adopt a timeline and develop goals to address the improvement and growth of the superintendent's performance in the identified areas as set forth in the evaluation summary
- At the conclusion of the evaluation process, it is important that all board members return their individual copies of the evaluation and the executive summary to the Board President for appropriate and secure disposal
- The Superintendent and Board President will sign one copy and that official copy will be placed in the superintendent's personnel file.
- Schedule and advertise a board work session to review the results of the assessment
- Discuss the success of the board and consider areas of growth
- Establish goals to address areas of growth, define performance indicators to measure progress, and set timelines to review, update and amend goals as progress is realized

Or,

Request support of the NASB Board Leadership team to facilitate a board retreat to lead the board through the review of the Board Self-Assessment Summary and establish board goals.

If the board would value additional support from the NASB Board Leadership Department to facilitate the development of goals, a board retreat will be scheduled and the fee for the evaluation will be waived. A board retreat fee will be assessed plus reasonable travel expenses.

Ralston Enrollment Report as of 09/25/2023

BLUMFIELD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	18	0	0	18	0
KG	2.00	38	1	0	39	0
01	2.00	32	5	0	37	0
02	2.00	32	7	0	39	0
03	2.00	31	6	0	37	0
04	2.00	28	8	1	37	0
05	2.00	41	11	0	52	0
06	2.00	35	12	0	47	1
Building Total:		255	50	1	306	1

KAREN WESTERN ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	26	0	0	26	0
KG	2.00	21	9	0	30	0
01	2.00	27	10	1	38	0
02	2.00	19	9	0	28	0
03	2.00	27	7	0	34	0
04	1.00	17	5	0	22	1
05	1.00	20	5	0	25	0
06	1.00	17	9	0	26	0
Building Total:		174	54	1	229	1

MEADOWS 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	38	4	0	42	0
01	2.00	37	11	0	48	0
02	2.00	30	9	0	39	0
03	2.00	29	8	0	37	0
04	2.00	24	9	2	35	0
05	2.00	23	9	1	33	0
06	2.00	24	15	1	40	0
Building Total:		239	65	4	308	0

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	51	9	0	60	0
01	3.00	47	7	1	55	1
02	3.00	63	10	0	73	0
03	3.00	45	14	0	59	0
04	2.00	39	9	0	48	0
05	3.00	45	18	0	63	0
06	2.00	45	8	1	54	0
Building Total:		355	75	4	434	1

Ralston Enrollment Report as of 09/25/2023

SEYMOUR ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	19	0	0	19	0
KG	2.00	35	2	0	37	0
01	2.00	30	5	1	36	0
02	2.00	27	6	1	34	0
03	2.00	38	8	2	48	0
04	2.00	32	7	0	39	0
05	1.50	31	4	3	38	0
06	1.50	33	5	1	39	0
Building Total:		245	37	8	290	0

WILDEWOOD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	36	0	0	36	0
KG	2.00	28	8	0	36	0
01	2.00	32	12	0	44	0
02	2.00	27	11	0	38	0
03	2.00	23	12	0	35	0
04	2.00	27	10	0	37	0
05	2.00	24	11	0	35	0
06	2.00	26	12	0	38	0
Building Total:		223	76	0	299	0

RALSTON MIDDLE SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
07		176	65	0	241	0
08		163	71	5	239	2
Building Total:		339	136	5	480	2

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
09		175	74	0	249	2
10		180	74	0	254	0
11		168	93	0	261	2

Ralston Enrollment Report as of 09/25/2023

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
12		189	102	0	291	2
Building Total:		712	343	0	1055	6
<hr/>						
District Total:		2542	836	23	3401	11
KG:		211	33	0	244	0
01:		205	50	3	258	1
02:		198	52	1	251	0
03:		193	55	2	250	0
04:		167	48	3	218	1
05:		184	58	4	246	0
06:		180	61	3	244	1
07:		176	65	0	241	0
08:		163	71	5	239	2
09:		175	74	0	249	2
10:		180	74	0	254	0
11:		168	93	0	261	2
12:		189	102	0	291	2

Rocket 2023

Summer School Data



Grades K-3

- Students qualified through MAP & FastBridge Scores
- Focus is Foundational Reading Skills
- Two sections of each grade
- 3 weeks in June
 - 8:30-11:30
 - 83 students attended
- Rocket Kickoff with Dance/Cheer Teams
- Rocket Wrap up with kickball & popsicles
- Books Cart



Overall Attendance

78% of all students attended at least half the sessions.



81 % of kindergartens attended at least half the session

- Ms. Griffith & Ms. Doughty
- Really Great Reading
 - Phonemic Awareness
 - Pre: 44%
 - Post: 74%
 - Decoding
 - Pre: 38%
 - Post: 65%
 - High Frequency Words
 - Pre: 45%
 - Post: 69%
- FastBridge Percentile
 - Summer School: 18
 - DW: 31



77 % of 1st graders attended at least half the session

- Ms. Klich & Ms. Mather
- Really Great Reading
 - Pre: 67%
 - Post: 78%
- FastBridge Percentile
 - Summer School: 8
 - DW: 33



77 % of 2nd graders attended at least half the session

- Ms. Yost & Mr. Frazier
- Really Great Reading
 - Pre: 73%
 - Post: 78%
- FastBridge Percentile
 - Summer School: 17
 - DW: 43



76% of 3rd graders attended at least half the session

- Mr. Valadez & Ms. Follmer
- Really Great Reading
 - Pre: 87%
 - Post: 92%
- FastBridge Percentile
 - Summer School: 16
 - DW: 40



EL- Newcomers

- Mrs. Anderson & Ms. Wright
 - 81% of EL students attended at least half the sessions.
- Focus was language acquisition & students very eager to learn



Questions?



Engagement Review Summary

Ralston Board of Education
September 25th, 2023

cogniaTM



Cognia Standards

- Five-year examination based on research-based best practices
- Overarching themes
 - Learner centric
 - Demonstration of Equity
 - Learner well being
- Aligned to AQuESTT
- Most elements from 2017 can be found in the 2022 standards



Cognia Standards



Culture of Learning (Standards 1-6)

- Stakeholders are actively engaged and support the institution's mission
- Learner's academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported



Leadership for learning (Standards 7-15)

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

Cognia Standards



Engagement of Learning (Standards 16-23)

- Learners are included in the learning process
- Learners participate with confidence
- Learners have agency over their learning



Growth in learning (Standards 24-30)

- Learners possess non-academic skills that ensure readiness to learn
- Learner's academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

2018-19 Standards Review



Leadership capacity: The capacity of leadership to ensure an institution's progress towards its stated objectives.



Learning capacity: The impact of teaching and learning.



Resource capacity: The use and distribution of resources that align and support the needs of the system and institutions served.

	Exceeds	Meets	Emerging	Needs Improvement
Leadership capacity	7	4	0	0
Learning capacity	5	3	2	2
Resource capacity	4	3	1	0

Accreditation Changes

- Three-year progress review within the five-year cycle
- Professional evaluators
 - Ongoing touchpoints
 - Smaller teams (1-2 individuals)
 - Flexible timeline; one on-site day
- Required use of diagnostics
 - Perceptual data (i.e. surveys)
 - Classroom observations (ELEOT)
 - Performance data



ELEOT Analysis

	2018-2019	2021-2022	Difference
Equitable learning	2.80	3.09	+ 0.29
High expectations	2.68	2.81	+ 0.13
Supportive learning	3.25	3.47	+ 0.22
Active learning	2.70	2.73	+ 0.03
Progress monitoring	2.56	2.82	+ 0.26
Well managed learning	3.20	3.37	+ 0.17
Digital learning	1.67	1.84	+ 0.17



Engagement Review Timeline

- August
 - Set Engagement review date (February 12th-13th)
 - Finish building self-assessments
- September
 - Begin Executive Summary (including analysis and narrative items)
 - Complete district self-assessment
- October
 - Gather final ELEOT observations / share results
 - Conduct final (Teacher) survey / share results
 - Complete student performance analysis



Engagement Review Timeline

- November
 - Begin gathering portfolio items
 - Develop Key Characteristic and "reflective narratives" (strengths, areas to improve, challenges)
 - Complete district assurances
- December
 - Finish gathering portfolio items
 - Finalize Key Characteristics and "reflective narratives" (strengths, areas to improve, challenges)
 - Finish the Executive Summary
- January
 - Finalize Engagement Review and travel logistics
 - Identify stakeholder groups
 - Upload the district portfolio – January 31st

On-Site Events

- District presentation
- Focus group interviews (1 hour)
 - Learners
 - Families
 - Teachers
 - Governing body
 - Leadership team
 - Support staff
- Spot ELEOT observations
- Concluding meeting



Ralston Public Schools 2023-2024

DW Early Release Collaboration Calendar

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 1-2 Winter Break
- 3 Beginning of 2nd Semester
- 15 No School
- 19 DW Early Release Collaboration Day

- 2-4 New Teacher
- 7-9 Pre-Service
- 10 First Day PK, Kg, 7 & 9
1:30 dismissal
- 11 All Students

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

- 19 Additional No School Day
- 23 DW Early Release Collaboration Day

- 1 Professional Learning
- 4 Labor Day

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 1 Comp Day for Conferences
- 7 End of 3rd Quarter
- 8 Professional Learning/
Collaborative Planning
- 11 Additional No School Day
- 29 No School Day

- 6 Comp Day for Conferences
- 12 End of 1st Quarter
- 13 Professional Learning/
Collaborative Planning
- 16 Additional No School Day

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 1-5 Spring Break
- 19 DW Early Release Collaboration Day

- 3 Professional Learning
- 22-24 Thanksgiving Break

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 19 Graduation 2:00pm
- 23 Last Student Day/4th Quarter Ends
- 24 Last Teacher Day - Collaborative Planning

- 1 Professional Learning
- 21 End of 2nd Quarter
- 22 Collaborative Planning
- 25-29 Winter Break

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- S1: 86 S2: 91
- No School for Students
- No School for Students/Staff Report
- Early Release Day
- DW Early Release Collaboration Day

Final 4/13/23

	Implementation A.I.	Department Collaboration	
Role/Position	8:00-11:00	11:00-12:15	12:15-3:45
Kindergarten	Amplify CKLA Enhanced Planning Training @ ESU3 (Meadowlark)	Lunch	Building - Professional Learning
1st Grade			
2nd Grade			
Reading Specialists			
K-6 EL Teachers	Amplify CKLA Enhanced Planning Training @ ESU3 (Niobrara)		
3rd Grade			
4th Grade			
5th Grade			
Reading Specialists	Amplify ELA Enhanced Planning Training-RMS Media Center		
K-6 EL Teachers			
6th Grade	StudySync Training-RMS Classroom (A. George's Room)		
7th Grade ELA teachers			
8th Grade ELA teachers	HAL Collaboration @ESU #3		
HAL Teachers	Amplify CKLA Enhanced Planning Training @ ESU3 (Meadowlark)		
K-2 SPED Teachers Level 1	Amplify CKLA Enhanced Planning Training @ ESU3 (Niobrara)		
3-5 SPED Teachers Level 1	N2Y Curriulcum & Program Support- Blumfield Level 2 Classroom		
K-6 & RMS SPED Teachers Level 2, Elem Psychs	Department Collaboration @ RHS (Klines Office)		
K-6 SLPs	Department Collaboration @ B108		
K-6 Music Teachers	Department Collaboration @ RHS B109		
K-6 Art Teachers	Department Collaboration @ RHS Media Work Room		
K-6 Media Teachers	Department Collaboration @ RHS B110		
K-6 PE Teachers	Creative Curriculum Training @ CO Board Room *8:30-3:30		
PK Teachers	CKLA Enhanced Planning Training @ ESU3 (K-2 Meadowlark, 3-5 Niobrara)		
DHH Program K-6	Amplify ELA Enhanced Planning Training-RMS Media Center		
DHH Program 7-8	Department Collaboration @ RMS		
DHH Itinerant Teachers	Artificial Intelligence @ ESU3 (Prairie 1 and Prairie 2) (Dr. Pivonka will share your groups and where to report)		
7-12 ELL	K-6 Counseling Collaboration @ Meadows		
K- 6 School Counselors	Artificial Intelligence @ ESU3 (Prairie 1 and Prairie 2) (Dr. Pivonka will share your groups and where to report)		
9-12 SPED Teachers & Psych	Artificial Intelligence @ ESU3 (Prairie 1 and Prairie 2) (Break out groups can be found here)		
9-12 Certified Staff	Collaborative planning for College & Career Day		
RHS Counseling Dept	Mr. Parizek will share the building schedule		
RMS Certified Staff (except ELA)			

Coffee from The Beanery 7:00-8:30 (Rambassadors are runners)						Back to School Events 2023 - 2024					
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Wed, August 2, 2023 New Teachers	7:45 - 8:30am	All New Teachers & Cabinet Members	Introduction & Welcome	Ralston High School Media Center Coffee Catering by The Beanery (serving begins at 7am)	Jason Buckingham, Instructional Coaches, Cabinet						
	8:35 - 10:45am	All New Teachers	Danielson Framework	Ralston High School Media Center	Instructional Coach Teams						
	11:00 - 12:00pm	All New Teachers, Administrators, & Instructional Coaches	Chamber Luncheon	Post Event Center, 7400 Q Street, Ralston, NE	Ralston Chamber of Commerce, Cabinet						
	12:30 - 3:45pm	All New Teachers	All Things Tech	Ralston High School Media Center	Mrs. Mindy Podraza, Ms. Amber Scott, & Mrs. Shawna Mayer (Heather Pash - 2:30-3:45 EL Drive)						
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Thurs, August 3, 2023 New Teachers, Returning Teachers (Snow Day Makeup) & Media Paras	7:45-11:00	All New Teachers	Preparing for the First 2 Weeks of School	Ralston High School Media Center	Mrs. Mindy Podraza, Ms. Amber Scott, & Mrs. Shawna Mayer						
	7:45-9:00	All New Teachers	Principal Q&A roundtable discussion	Ralston High School Media Center	All building principals						
	9:00 - 11:00	All New Teachers	Coaching Expectations/Special Education Partners	Ralston High School Media Center	Mrs. Mindy Podraza, Ms. Amber Scott, & Mrs. Melanie Reeves						
	7:45-3:30	Returning Teachers	Building prep time	Buildings							
	11:15 - 12:15pm	All New Teachers	REA Welcome Luncheon	Small Cafeteria (Food Truck)	Ralston Education Association						
	12:30 - 2:00pm	All New Teachers	Curriculum/Learning Targets/Lesson Plans/Technology	Ralston High School Media Center	Mrs. Mindy Podraza, Ms. Amber Scott, Mrs. Melanie Reeves, & Ms. Jamie Demson						
	1:30 - 2:00pm	Mentors	Expectations for Mentors	Ralston High School Lecture Room C	Mrs. Shawna Mayer						
	2:15-3:30	All Teachers	Building level meetings	Buildings	Building Administration						
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Friday, August 4, 2023 New Teachers, Returning Teachers (Snow Day Makeup)	7:45 - 10:30am	All New Teachers	Classroom Management and Design	Ralston High School Media Center	Mrs. Mindy Podraza, Ms. Amber Scott, & Mrs. Shawna Mayer						
	8:30-10:30am	Pre-K Staff	Pre-K Collaboration	Meadows Elementary Media Center	Mrs. Missy Stolley, Ms. Kayla Parr, & Dr. Whitley Hettenbaugh						
	10:00-10:40	New Classified Staff	Timecard Training	Ralston High School Lecture Room C	Mrs. Joyce Sramek & Mrs. Christy Sonntag						
	10:45 - 12:30pm	All RPS Staff & Board of Education	Kick-off Lunch & Vendor Fair	Ralston High School Cafeteria	Administrative Team, Just Good Meats						
	1:00-2:00	Meadows Staff Members	Boxlight Training	Meadows Elementary	Jason Fink						
	2:00-3:00	Karen Western Staff Members	Boxlight Training	Karen Western	Jason Fink						
	12:45 - 2:15	Blumfield, Mockingbird, Wildewood, & Seymour Staff Members	Fastbridge Overview & Module Completion (as applicable)	Ralston High School-Lecture Room C	Dr. Whitley Hettenbaugh						
	12:45-1:45	7-8 Classroom teachers	Technology Integration	Ralston High School Media Center	Mr. Jason Fink/ESU 3 staff						
		9-12 Classroom teachers									
		2:00-3:00	All coaches	MS & HS Coaches meeting	Ralston High School Lecture Room C	Clint Williams & Jon Taylor					
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Monday, August 7, 2023 All Certified Staff & Media Paras	7:45-10:45	K-2: Classroom Teachers & building level admin (if available)	CKLA Initial Training, Pt 1	Ralston High School Media Center	Andrea Rickard (CKLA Rep) Amber Scott/Anne Harley						
	7:45-10:45	K-5: Reading specialists, SPED teachers, EL teachers, SLPs, psychs	CKLA Initial Training, (Remote)	Ralston High School Lecture Room C	Erin Duram (CKLA Rep) Mrs. Missy Stolley & Dr. Whitley Hettenbaugh						
	7:45-10:45	6-7 (6th, 7th ELA teachers, SPED, EL)	Amplify ELA Overview Training (Remote)	Ralston Middle School Media Center	Stephanie Sorenson (Amplify ELA Rep) Mindy Prodraza/Sara Zabrowski						
	7:45-10:45	8th Grade (ELA, SPED, EL)	StudySync Training	Ralston Middle School Classroom (see Parizek)	Skylar Hurst (StudySync), Mindy Prodraza/Sara Zabrowski						
	9:00-3:00	Transportation Meeting	Transportation	VMAc BOE room	Connie Pilloud						
	11:00-12:00	Reading Specialists	Reading Specialists Department Collaboration	Ralston High School Media Center	Dr. Anne Harley & Dr. Sara Zabrowski						
	11:00-12:00	K-6 SPED teachers, SLPs, school psychs	SPED Department Meeting	Ralston High School Lecture Room C	Mrs. Missy Stolley & Dr. Whitley Hettenbaugh						
	1:00-2:00	7-12 SPED teachers, SLPs, school psychs	SPED Department Meeting	Ralston High School Lecture Room C	Mrs. Missy Stolley & Dr. Whitley Hettenbaugh						
12:45-3:45	3-5: Classroom Teachers & building level admin (if available)	CKLA Initial Training Pt 1	Ralston High School Media Center	Andrea Rickard (CKLA Rep) Amber Scott /Sara Zabrowski/Anne Harley							
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Tuesday, August 8, 2023 All Certified Staff, Health Paras, Media Paras Report All Elem Open House Night	7:45-10:45	3-5: Classroom Teachers & building level admin (if available)	CKLA Initial Training, Pt. 2	Ralston High School Media Center	Andrea Rickard (CKLA Rep) Amber Scott/Anne Harley						
	7:45-10:45	6-7 (6th, 7th ELA teachers, SPED, EL)	Amplify ELA Overview Training (Remote)	Ralston Middle School Health Room	Stephanie Sorenson (Amplify ELA Rep) Mindy Prodraza/Sara Zabrowski						
	8:00-12:00	Sign Language Interpreters	Meet/Introduce General Education Teachers	Assigned Buildings/Classrooms	Mrs. Diane Meyer						
	9:00-3:00	Health Paras & Nursing staff	Health update and information	Ralston Public School Board Room (CO)	Mrs. Cindy Kirkpatrick						
	12:45-3:45	K-2 Classroom Teachers	CKLA Initial Training, Pt. 2	Ralston High School Media Center	Andrea Rickard (CKLA Rep) Amber Scott/Anne Harley						
	1:00-3:30	DHH Interpreters	Leave System, Extra-Curricular recording, & contract review	Ralston High School Lecture Room C	Mrs. Diane Meyer & Dr. Mike Rupprecht						
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Wednesday, August 9, 2023 ALL Certified & ALL Classified Staff	7:45-9:45	K-12 EL Teachers	EL Department Collaboration	Ralston High School Alumni Room	Stacy Athow						
	7:45-3:45	By invite only- see email from Dr. Whitley Hettenbaugh	MANDT Training	RHS Media Center (Back Half)	Mrs. Kiley Compton, Dr. Whitley Hettenbaugh, & Mr. Tyler Barna						
	8:00-9:30	DHH Staff & Interpreters	Program Meeting	Ralston High School Lecture Room C	Mrs. Diane Meyer						
	9:45-11:30	DHH Interpreters	Interpreter Notebook Review, Roles & Responsibilities	Ralston High School Lecture Room C	Mrs. Diane Meyer						
	10:00-12:00	HAL Teachers	HAL Collaboration	District Office, Teaching & Learning Dept	HAL Teachers, Dr. Anne Harley, Dr. Adam Larson (ESU3)						
	10:00-11:00	7-12 CTE Teachers	CTE Department Meeting	Ralston High School Room F007B (Dunn's room) [1]	Dr. Sara Zabrowski-Gates/Rebecca Dunn						
12:30-3:30	DHH Interpreters	Professional Development	Ralston High School Lecture Room C	Mrs. Diane Meyer							
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Thursday, August 10, 2023 All Certified & Classified Staff Report	All Day	All Certified & Classified Staff		PK, K, 7th & 9th Grade Students Begin School (8:00 - 1:30pm)							
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Friday August 11, 2023 All Certified & Classified Staff report	All Day	All RPS Staff		All students return school. Early dismissal.							

[1] Discuss location for meeting. Lecture Room C? Or CTE classroom space.

1. I move we approve the 2023-24 Budget, as presented.

Approval of the 2023-2024 General Fund Total Budget of \$48,433,613 the Activities Fund of \$610,838; the School Nutrition Fund of \$3,209,598; the Bond Fund of \$6,430,268; the Special Building Fund of \$55,685,254; the Cooperative Fund of \$3,832,933; and the Student Fee Fund of \$42,305.

The current levy for this budget is of \$.90600 for general fund expenses, with .043162 levied for special building fund expenses. The combined levy for all funds for 2023-2024 is \$1.12725 which represents a decrease from the previous year. Hearings for public comment regarding the proposed budget were held at 5:30 p.m. and 5:45p.m. on September 11, 2023.

Ralston Public Schools

Budget Hearing
2023/2024

General Fund Budget Description

- General Fund Operating Budget - \$44,001,786
- Voluntary Separation – \$245,000 (GF)
- District Depreciation Fund beginning balance is at \$3,457,754
- Special Building Fund has a balance of \$65,993,974



Revenue History

INCOME TOTALS	2019-2020	19-20 Act.	2020-2021	20-21 Act.	2021-2022	21-22 Act.	2022-2023	22-23 Act.	2023-2024	Difference
Local District Taxes	\$18,100,535	\$16,876,683	\$19,481,802	\$18,661,361	\$20,497,849	\$20,959,131	\$21,044,479	\$20,606,102	\$20,978,518	-0.3%
Common Levy Proceed	\$0		\$0	\$0	\$0	\$0		\$0		
Pro-Rata Motor Vehicle Tax	\$30,000	\$40,071	\$30,000	\$43,209	\$30,000	\$47,297	\$32,000	\$45,603	\$45,000	40.6%
Motor Vehicle Tax	\$2,628,594	\$3,344,359	\$2,365,735	\$3,420,357	\$3,400,000	\$3,593,381	\$3,300,000	\$4,023,235	\$3,796,100	15.0%
Homestead Exemption Tax	\$235,000	\$455,859	\$250,000	\$500,037	\$410,000	\$562,586	\$420,000	\$565,114	\$550,000	31.0%
Tuition From Individuals	\$0	\$0	\$0	\$0	\$0	\$0		\$0		
Tuition From Other Districts	\$0	\$0	\$0	\$0	\$0	\$0		\$0		
Interest On Investments	\$10,000	\$13,005	\$6,000	\$11,063	\$6,000	\$7,258	\$15,000	\$24,197	\$30,000	100.0%
Local Fees & Fines	\$40,000	\$44,789	\$36,000	\$32,932	\$35,000	\$33,861	\$30,000	\$29,419	\$30,000	0.0%
Other Local Revenue	\$10,000		\$8,000	\$1,600	\$8,000	\$103,909	\$1,500	\$10,000	\$1,500	0.0%
County Fines & Licenses	\$83,000	\$90,046	\$70,550	\$73,653	\$81,000	\$73,783	\$70,000	\$70,423	\$70,000	0.0%
State Aid	\$12,267,825	\$12,160,961	\$11,164,498	\$11,060,850	\$9,787,636	\$9,787,636	\$10,659,909	\$10,659,909	\$9,687,575	-9.1%
Special Education Program	\$2,100,000	\$2,487,509	\$2,100,000	\$1,933,960	\$2,100,000	\$2,198,749	\$2,100,000	\$2,164,135	\$4,188,093	99.4%
Special Education Transportation	\$220,000	\$251,133	\$165,000	\$56,134	\$165,000	\$213,927	\$165,000	\$240,558	\$240,000	45.5%
Federal Grant Reimbursement										
State Apportionment	\$400,000	\$438,160	\$400,000	\$380,456	\$400,000	\$372,602	\$372,196	\$554,880	\$435,000	16.9%
Public Power Sales Tax	\$365,000	\$473,188	\$425,000	\$460,533	\$425,000	\$3,977,766	\$3,670,691	\$3,949,879	\$3,950,000	7.6%
EduJobs Funding	\$0		\$0		\$0					
Income from Cash Balance	\$0	\$0	\$1,049,445	\$0	\$1,437,247	\$0	\$0	\$0	\$0	#DIV/0!
Tax Anticipation Notes	\$0		\$0		\$0					
Total	\$36,489,954	\$36,675,763	\$37,552,029	\$36,636,148	\$38,782,732	\$41,931,889	\$41,880,775	\$42,943,458	\$44,001,786	5.1%

Disbursement History

DISBURSEMENTS	2019-2020	19-20 Act.	2020-2021	20-21 Act.	2021-2022	21-22 Act.	2022-2023	22-23 Act.	2023-2024	Difference
Instruction	\$18,418,537	\$17,882,674	\$19,104,896	\$18,857,227	\$20,402,083	\$19,155,798	\$21,686,819	\$19,792,553	\$22,885,330	5.5%
Special Education	\$5,693,360	\$5,551,142	\$5,655,708	\$5,402,499	\$5,503,587	\$5,450,924	\$6,295,478	\$5,624,386	\$6,576,529	4.5%
Pupil Support Services	\$1,248,591	\$1,218,846	\$1,288,014	\$1,221,533	\$1,242,940	\$1,345,147	\$1,405,644	\$1,400,264	\$1,442,856	2.6%
Staff Support Services	\$2,131,233	\$1,771,465	\$2,170,096	\$1,949,596	\$2,226,858	\$2,004,298	\$2,363,250	\$2,081,977	\$2,625,844	11.1%
Board of Education	\$218,500	\$198,632	\$237,626	\$196,189	\$237,626	\$185,465	\$237,626	\$185,465	\$237,626	0.0%
General Administration	\$749,337	\$905,493	\$779,242	\$708,035	\$813,755	\$986,613	\$835,704	\$1,047,694	\$786,919	-5.8%
Building Administration	\$2,193,284	\$2,250,266	\$2,308,941	\$2,271,189	\$2,360,718	\$2,379,004	\$2,447,574	\$2,513,220	\$2,533,986	3.5%
Business	\$739,887	\$642,504	\$763,375	\$682,582	\$772,746	\$671,797	\$822,403	\$1,241,594	\$831,301	1.1%
Operation Of Plant	\$2,947,665	\$2,701,049	\$3,048,939	\$2,710,351	\$3,059,010	\$2,960,119	\$3,343,637	\$3,084,036	\$3,493,176	4.5%
Maintenance Of Plant	\$908,587	\$973,176	\$937,107	\$1,013,269	\$933,170	\$939,013	\$1,075,423	\$958,933	\$1,118,590	4.0%
Transportation	\$1,240,973	\$939,536	\$1,258,085	\$1,026,512	\$1,230,239	\$1,161,757	\$1,367,217	\$1,363,665	\$1,469,629	7.5%
Total	\$36,489,954	\$35,034,783	\$37,552,029	\$36,038,982	\$38,782,732	\$37,239,935	\$41,880,775	\$39,293,786	\$44,001,786	5.1%

Other Funds

as of 8/31/2023



Ralston
PUBLIC SCHOOLS

- Activity Funds - \$ 428,086
- Bond Fund - \$ 6,742,785
- Building Fund - \$ 65,993,974
- Depreciation Fund - \$ 3,457,754
- QCPUF - \$0

Tax Request Information

	2022-2023		2023-2024	
	Tax Request	Levy	Tax Request	Levy
General Fund	\$21,257,049	1.011251	21,190,422	.90548
Building Fund	\$815,320	.038785	1,010,101	.04316
Voluntary Separation	\$141,414	.006727	\$247,475	.01057
Bond Fund	\$4,166,667	.198212	\$3,932,452	.16804
QCPUF	\$0	.00	\$0	.00
Sub-Total	\$26,380,450	1.25497	\$26,380,450	1.12725
Learning Community Common Levy	\$0	0	\$0	0
Total Levy request	\$26,380,450	1.25497	\$26,380,450	1.12725



Ralston

PUBLIC SCHOOLS

Levy History

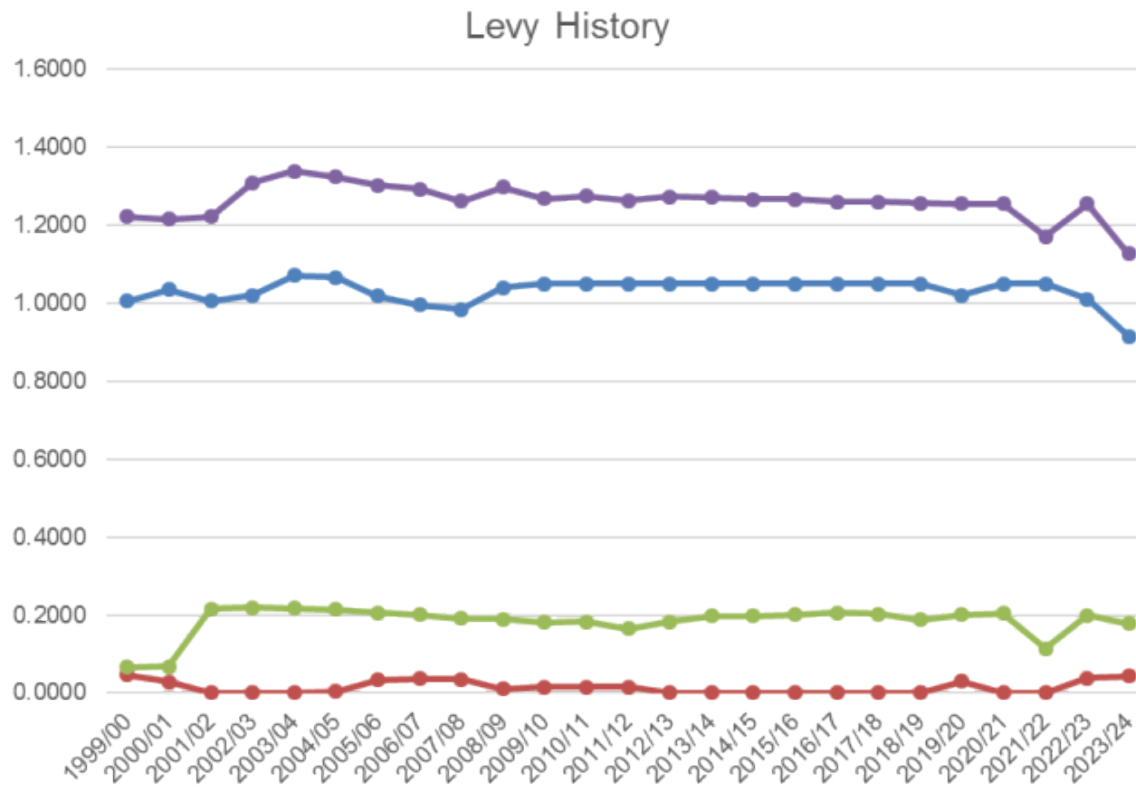
Ralston Public Schools Levy History				
Year	General	Building Fund	Bond Fund	Total Levy
1999/00	1.0060	0.0469	0.0661	1.2226
2000/01	1.0354	0.0278	0.0673	1.2149
2001/02	1.0058	0.0000	0.2159	1.2226
2002/03	1.0204	0.0000	0.2197	1.3100
2003/04	1.0706	0.0000	0.2170	1.3387
2004/05	1.0665	0.0043	0.2137	1.3236
2005/06	1.0189	0.0340	0.2062	1.3026
2006/07	0.9959	0.0369	0.2011	1.2922
2007/08	0.9842	0.0351	0.1912	1.2620
2008/09	1.0396	0.0104	0.1892	1.2974
2009/10	1.0499	0.0152	0.1811	1.2678
2010/11	1.05	0.0152	0.1835	1.2747
2011/12	1.05	0.0149	0.1648	1.2627
2012/13	1.05	0	0.1825	1.2724
2013/14	1.05	0	0.1975	1.2708
2014/15	1.05	0	0.1975	1.2661
2015/16	1.05	0	0.2014	1.2661
2016/17	1.05	0	0.2063	1.2607
2017/18	1.05	0	0.2023	1.2598
2018/19	1.05	0	0.187	1.2575
2019/20	1.0198	0.0302	0.2001	1.2553
2020/21	1.05	0	0.2047	1.2547
2021/22	1.05	0	0.11412	1.1707
2022/23	1.011	0.0387	0.19884	1.2549
2023/24	0.91557	0.0432	0.1786	1.1272



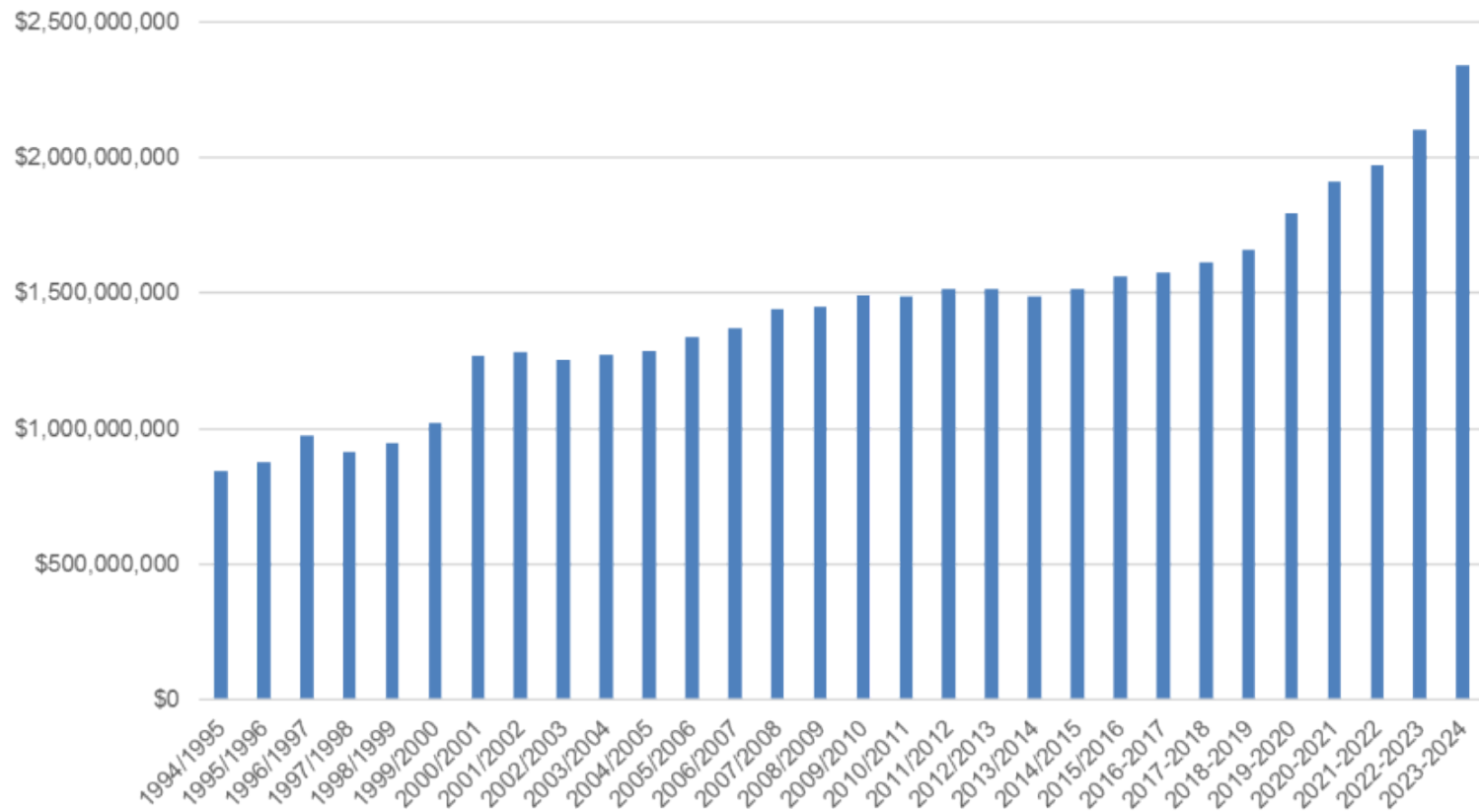
Ralston

PUBLIC SCHOOLS

Levy History



Valuation History



Summary



Ralston
PUBLIC SCHOOLS

- Certified Valuation increased 11.3% to \$2,348,248,555
- The General Fund Levy of \$.9050 Special Building Fund is \$.0432
The levy outside the lid is \$.1786
- Total Levy for 2023/2024 is \$1.12725
- This represents a decrease in the levy of \$.12725 from 22-23.
- Total Budget All Funds increased by 5.1% from 22-23,
- All Limited bonds (QCPUF and QSCB) have been retired. Along with all debt preceding the 2021 and 2023 bond issues.
- Majority of increase is spending for staff raises, addition of staff.

Questions or Comments



Ralston
PUBLIC SCHOOLS

**2023/2024 TAX REQUEST RESOLUTION
FOR
DOUGLAS COUNTY SCHOOL DISTRICT #54**

WHEREAS, public was given at least five days in advance of a Special Public Hearing called for the purpose of discussing and approving or modifying the District’s Tax Requests for the 2023/2024 school fiscal year for the General Fund, Bond Fund, Special Building Fund, and Qualified Capital Purpose Undertaking Fund of Douglas County School District #54; and,

WHEREAS, such Special Public Hearing was held before the Board of Education (hereinafter “the Board”) of Douglas School District #54 (hereinafter “the District”) at the time, date, and place announced in the notice published in a newspaper of general circulation, a copy of which notice and proof of publication of which is attached hereto as Exhibit A, all as required by law; and,

WHEREAS, the Board provided an opportunity to receive comment, information and evidence from persons in attendance at such Special Hearing; and,

WHEREAS, the total assessed value of the property differs from last year’s total assessed value by 11.3% the tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property would be \$1.1272 per \$100 of assessed value; the Ralston Public Schools proposes to adopt a property tax requests that will cause its tax rate to be \$1.1272 per \$100 of assessed value.

WHEREAS, based on the proposed property tax request and changes in other revenue, the total operating budget of the Ralston Public Schools will exceed last year’s by 5.1%.

WHEREAS, the Board, after having reviewed the District’s Tax Requests for each said fund, and after public consideration of the matter, has determined that the Final Tax Requests as listed below are necessary in order to carry out the functions of the District, as determined by the Board for the 2023/2024 school fiscal year.

NOW BE IT THEREFORE RESOLVED that (1) the Tax Request for the General Fund should be, and hereby is set at \$21,437,897; (2) the Tax Request for the Bond Fund should be, and hereby is set at \$3,932,452; (3) the Tax Request for the Special Building Fund should be, and hereby is set at \$1,010,101 and (4) the Tax Request for the Qualified Capital Purpose Undertaking Fund should be, and hereby is set at \$0.

It is so moved by (_____) and seconded by (_____) this 25th day of September, 2023.

Roll Call vote as follows:

Katie Krause	YES	NO
Samantha Willey	YES	NO
Carrie Hough	YES	NO
Robin Richards	YES	NO
Elizabeth Kumru	YES	NO
Mary Roarty	YES	NO

The undersigned herewith certifies, as Secretary of the Board of Education of Douglas County School District #54, that the above Resolution was duly adopted by a majority of said Board at a duly constituted public meeting of said Board.

Samantha Willey, Board Secretary

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

General Obligation Bond Fund	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Tax Requirement	2,614,265	2,413,112	1,629,890	1,644,190	3,243,025	3,700,000	1,636,940	4,125,000	3,893,128
Auto Tax Estimate (Income)									
Amount Of Property Tax	\$2,614,265	\$2,413,112	\$1,629,890	\$1,644,190	\$3,243,025	\$3,700,000	\$1,636,940	\$4,125,000	\$3,893,128
1% Treasurer's Fee	26142.65	24131.12	16298.9	16441.9	32430.25	37000	16369	41667	39324
Total	\$2,640,408	\$2,437,243	\$1,646,189	\$1,660,632	\$3,275,455	\$3,737,000	\$1,653,309	\$4,166,667	\$3,932,452
Estimated Levy	\$0.1689	\$0.1549	\$0.1021	\$0.1001	\$0.1827	\$0.19541	\$0.08384	\$0.19821	\$0.16804

Limited Bond Fund (QCPUF, BABS, QSCB)

Tax Requirement	\$503,606	\$800,603	\$1,600,000	\$1,427,606	\$351,744	\$72,356	\$591,204	\$0	\$0
Auto Tax Estimate (Income)									
Amount Of Property Tax	\$503,606	\$800,603	\$1,600,000	\$1,427,606	\$351,744	\$72,356	\$591,204	\$0	\$0
1% Treasurer's Fee	\$5,036.06	\$8,006.03	\$16,000.00	\$14,276.06	\$3,517.44	\$723.56	\$5,912	\$0	\$0
Total	\$508,642.55	\$808,609.03	\$1,616,000.00	\$1,441,882.06	\$355,261.12	\$73,079.56	\$597,116.04	\$0.00	\$0.00
Estimated Levy	\$0.0325	\$0.0514	\$0.1002	\$0.0869	\$0.0198	\$0.0038	\$0.03028	\$0.00000	\$0.00000

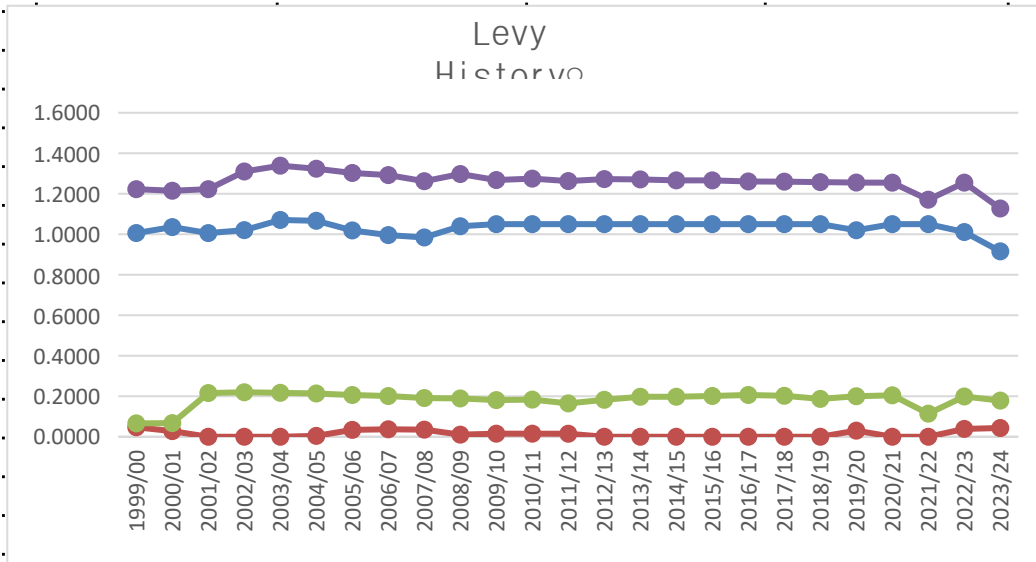
Cooperative Fund	2015-2016	2016-2017	2016-2017	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Amount of Fund	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000	\$ 1,300,000
Total Tax Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Levy	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Outside the lid total	\$0.2161	\$0.2107	\$0.2098	\$0.2075	\$0.2053	\$0.2047	\$0.1207	\$0.2049	\$0.1786
Total All Funds	\$34,933,179	\$35,750,272	\$37,167,455	\$38,514,697	\$39,979,188	\$41,436,719	\$41,110,952	\$46,188,856	\$47,921,691
Inc./(Dec.) All Funds	\$1,124,987	\$817,093	\$1,417,183	\$1,347,242	\$1,464,491	\$1,457,531	(\$325,766)	\$5,077,904	\$1,732,835
Total Tax Dollars (All Funds)	\$15,836,670	\$15,783,932	\$20,312,197	\$20,855,687	\$22,504,468	\$23,592,749	\$23,086,583	\$26,380,450	\$26,380,450
Inc./Dec. Budget Dollars	\$881,921	(\$52,738)	\$4,528,265	\$543,490	\$1,648,781	\$1,088,281	(\$506,165)	\$3,293,867	\$0

Est. School Tax Levy	\$1.2661	\$1.2607	\$1.2598	\$1.2575	\$1.2553	\$1.2547	\$1.1707	\$1.2549	\$1.12725
Inc/Dec	(\$0.0000)	(\$0.0054)	(\$0.0008)	(\$0.0024)	(\$0.0022)	(\$0.0006)	(\$0.0840)	\$0.0842	(\$0.1277)

Ralston Public Schools Levy History

Year	General	Building Fund	Bond Fund	Total Levy
1999/00	1.0060	0.0469	0.0661	1.2226
2000/01	1.0354	0.0278	0.0673	1.2149
2001/02	1.0058	0.0000	0.2159	1.2226
2002/03	1.0204	0.0000	0.2197	1.3100
2003/04	1.0706	0.0000	0.2170	1.3387
2004/05	1.0665	0.0043	0.2137	1.3236
2005/06	1.0189	0.0340	0.2062	1.3026
2006/07	0.9959	0.0369	0.2011	1.2922
2007/08	0.9842	0.0351	0.1912	1.2620
2008/09	1.0396	0.0104	0.1892	1.2974
2009/10	1.0499	0.0152	0.1811	1.2678
2010/11	1.05	0.0152	0.1835	1.2747
2011/12	1.05	0.0149	0.1648	1.2627
2012/13	1.05	0	0.1825	1.2724
2013/14	1.05	0	0.1975	1.2708
2014/15	1.05	0	0.1975	1.2661
2015/16	1.05	0	0.2014	1.2661
2016/17	1.05	0	0.2063	1.2607
2017/18	1.05	0	0.2023	1.2598
2018/19	1.05	0	0.187	1.2575
2019/20	1.0198	0.0302	0.2001	1.2553
2020/21	1.05	0	0.2047	1.2547
2021/22	1.05	0	0.11412	1.1707
2022/23	1.011	0.0387	0.19884	1.2549
2023/24	0.91557	0.0432	0.1786	1.1272



THE DAILY RECORD

Public Notice Placement Confirmation

Please notify us of any changes ASAP at legals@omahadailyrecord.com
 Scheduled Publication 9/8

RALSTON PUBLIC SCHOOLS

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Ralston Public Schools (28-0054) in Douglas County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 11 day of September, 2023 at 5:30 o'clock, PM, at 8545 Park Drive, Ralston, NE 68127 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
	2021-2022 (1)	2022-2023 (2)	2023-2024 (3)			
General	\$ 39,810,900.00	\$ 45,926,011.00	\$ 48,433,813.00	\$ 4,521,776.00	\$ 31,731,871.00	\$ 21,437,897.00
Depreciation	\$ 890.00	\$ 150,000.00	\$ 4,326,598.00		\$ 4,326,598.00	
Employee Benefit	\$ -	\$ -	\$ -	\$ -	\$ -	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 527,722.00	\$ 650,859.00	\$ 610,838.00	\$ -	\$ 610,838.00	
School Nutrition	\$ 2,033,279.00	\$ 2,521,317.00	\$ 3,209,598.00	\$ -	\$ 3,209,598.00	
Bond	\$ 5,035,289.00	\$ 6,476,931.00	\$ 7,237,140.00	\$ -	\$ 2,537,140.00	\$ 4,747,475.00
Special Building	\$ 3,693,006.00	\$ 37,933,422.00	\$ 55,685,254.00		\$ 54,685,254.00	\$ 1,010,101.00
Qualified Capital Purpose Undertaking	\$ 1,386,160.00	\$ 281,353.00	\$ -	\$ -	\$ -	\$ -
Cooperative	\$ 1,653,688.00	\$ 1,900,000.00	\$ 3,832,933.00	\$ -	\$ 3,832,933.00	
Student Fee	\$ 37,696.00	\$ 31,521.00	\$ 42,305.00	\$ -	\$ 42,305.00	
	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTALS	\$ 54,178,430.00	\$ 95,871,414.00	\$ 123,378,279.00	\$ 4,521,776.00	\$ 100,976,537.00	\$ 27,195,473.00

Breakdown of Property Tax	Bond Purposes	Non-Bond Purposes	Total
	\$ 5,920,658.00	\$ 21,274,815.00	\$ 27,195,473.00

9/8

ZNEZ

Notice of Special Hearing To Set Final Tax Request

Ralston Public Schools (28-0054) in Douglas County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1632, that the governing body will meet on the 11 day of, September 2023 at 5:45 o'clock PM, at 8545 Park Drive, Ralston, NE 68127 for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request.

Property Valuations	2022-2023	2023-2024	Change
	2,102,130,455	2,340,248,555	11%

2022-2023 Budget Information

2023-2024 Budget Information

Fund	2022-2023 Operating Budget	2022-2023 Property Tax Request	2022 Tax Rate	Property Tax Rate (2022-2023 Request Divided By 2023 Valuation)	2023-2024 Operating Budget	2023-2024 Proposed Property Tax Request	Proposed 2023 Tax Rate	Change in Tax Rate	Change in Operating Budget
General Fund	45,926,011.00	21,257,049.00	1.011215	0.908324	48,433,813.00	21,437,897.00	0.916052	-9%	5%
Bond Fund(s) K - 12	8,478,931.00	4,166,687.00	0.198212	0.178044	7,237,140.00	4,747,475.00	0.202862	2%	12%
Bond Fund(s) K - 8			0.000000	0.000000			0.000000	#DIV/0!	0
Bond Fund(s) 9 - 12			0.000000	0.000000			0.000000	#DIV/0!	0
Bond Fund	140,000.00	140,000.00	0.006680	0.005982			0.000000	-100%	-100%
Special Building Fund	37,933,422.00	815,320.00	0.038795	0.034839	55,685,254.00	1,010,101.00	0.043162	11%	47%
Qualified Capital Purpose Undertaking Fund K - 12			0.000000	0.000000			0.000000		0
Qualified Capital Purpose Undertaking Fund K - 8			0.000000	0.000000			0.000000		0
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000	0.000000			0.000000		0
Total	90,476,364.00	25,379,036.00	1.254972	1.127189	111,356,007.00	27,195,473.00	1.162076	-7%	23%

9/8

ZNEZ

Proclamation of September and October 2023 as Attendance Awareness Months

WHEREAS the nation is experiencing a school absenteeism crisis, brought on by the Covid-19 pandemic and other challenges that have eroded positive conditions for learning at school, including physical and emotional health and safety; a sense of belonging, connection and support; academic challenges and engagement; and adults and peers with social emotional competency, which motivate students and families to show up and engage,

WHEREAS reducing chronic absence (missing 10% or more of school for any reason) requires taking a comprehensive approach that starts with prevention and early intervention, including developing routines and trusting relationships that create a sense of belonging,

WHEREAS improving attendance and engagement takes schools, families, elected leaders and other community partners working together to rebuild regular and trusting communications and to identify and address barriers to being in school,

WHEREAS taking attendance daily in a caring, consistent manner is essential to identifying when students begin to miss too much school, and for engaging students and families, as early as possible, with needed support and resources,

NOW, THEREFORE BE IT RESOLVED that the Board of Education for the Ralston Public Schools recognizes September and October as “Attendance Awareness Months.” We hereby commit to focusing on reducing absenteeism and addressing the factors that cause students to miss school in order to ensure all children an equitable opportunity to learn, grow and thrive academically, emotionally, and socially. We recognize that we must work together to build an engaging school environment that motivates attendance and sends the message that learning can and must continue.

Specifically, we will:

Engage students, their families, educators and the broader community in working together to identify and remove barriers to getting to school in our community and develop meaningful solutions that ensure all children and youth keep learning despite today’s many challenges.

- 1. Continue to provide information and data to our families and students regarding the correlation between regular consistent attendance and academic success.*
- 2. Affirm the importance of showing up and engaging in school and discuss with students and families what is needed to make showing up to school worthwhile.*
- 3. Advocate for the monitoring and intervention for students identified as being chronically absent from school. This includes supporting our student services department and specifically*

our social worker, counselors, principals and staff in contacting families with chronically absent students and providing the resources available to improve attendance.

Robin Richards, President

Liz Kumru, Vice President

Samantha Willey, Secretary

Mary Roarty, Treasurer

Carrie Hough, Board Member

Katie Krause, Board Member

Bill Review Schedule for 2023

January 9

Samantha
Mary

February 13

Robin
Carrie

March 13

Liz
Katie

April 10

Mary
Robin

May 8

Carrie
Liz

June 12

Samantha
Mary

July 10

Katie
Robin

August 14

Samantha
Liz

September 11

Robin
Carrie

October 9

Liz
Katie

November 13

Mary
Samantha

December 11

Carrie
Katie

Ralston Public Schools
Monthly Administrative Update
Food Service – August, 2023

RPS Revenue		
Cash Sales	Breakfast	\$ 7,981.10
	Lunch	\$ 28,351.20
	Student Ala Carte	\$ 12,987.50
	Adult Ala Carte	\$ 70.25
Reimbursements	Breakfast	\$ 29,075.12
	Lunch	\$102,651.99
	Snacks	\$ 1,504.62
	Summer	\$ 1,883.25
	Total	\$184,505.03
RPS Expenses	District Labor	\$ 65,000.00
	Sodexo	\$119,423.46
	Total	\$184,423.46
	Credit for Commodities Received	\$ 12,210.56
	Total Expenses	\$172,212.90
RPS		\$ 12,292.13

Year to Date	23/24 Budget	23/24 Actual	Cost Per Meal	22/23 Actual
Revenue	201,140	212,974	3.49	184,055
Total Expenses	245,937	239,278	3.92	184,607
Net Return	-44,797	-26,304	- .43	-552

	23/24 TOTAL MEALS SERVED	23/24 MEALS PER DAY	22/23 TOTAL MEALS SERVED	22/23 MEALS PER DAY
Elementary				
Breakfast	13,359	891	12,014	751
Lunch	18,732	1249	18,344	1147
Meals Served Daily		2140		1898
RMS				
Breakfast	874	58	744	47
Lunch	5432	362	5384	337
Meals Served Daily		420		384
RHS				
Breakfast	2291	153	1446	90
Lunch	8694	580	8247	515
Meals Served Daily		733		605
RPS Total				
Breakfast	13,359	891	14,204	888
Lunch	18,732	1249	31,975	1999
Meals Served Daily		2140		2887

RPS Free/Reduced
August, 2023
64.8%

August 2023 Events:

We provided free breakfast to ACT testing students in August.

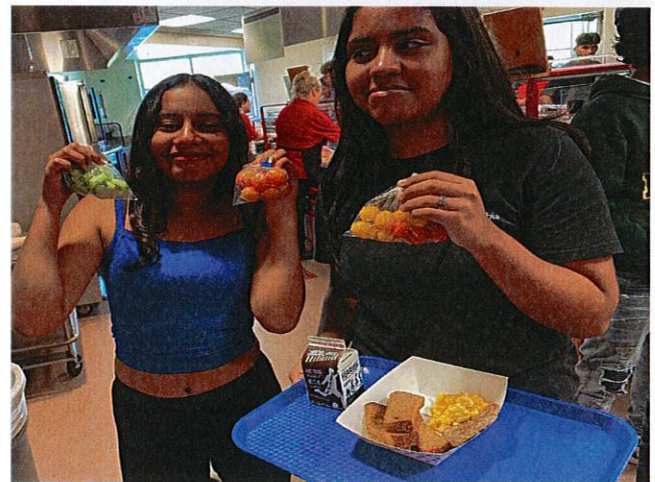
We had our annual back-to-school orientation with all food service staff at RHS.

We were busy with catering for lots of back to school events. The Welcome Back lunch went well and everyone enjoys this.

RMS started back to school with the updated Foodie program. So far, this has been well received by the students.

Locally grown produce was featured from Springfield and Bennington.

Total foodservice training time: 175 hours



Ralston Public Schools 2023-2024

DW Early Release Collaboration Calendar

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 1-2 Winter Break
- 3 Beginning of 2nd Semester
- 15 No School
- 19 DW Early Release Collaboration Day

- 2-4 New Teacher
- 7-9 Pre-Service
- 10 First Day PK, Kg, 7 & 9
1:30 dismissal
- 11 All Students

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

- 19 Additional No School Day
- 23 DW Early Release Collaboration Day

- 1 Professional Learning
- 4 Labor Day

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 1 Comp Day for Conferences
- 7 End of 3rd Quarter
- 8 Professional Learning/
Collaborative Planning
- 11 Additional No School Day
- 29 No School Day

- 6 Comp Day for Conferences
- 12 End of 1st Quarter
- 13 Professional Learning/
Collaborative Planning
- 16 Additional No School Day

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 1-5 Spring Break
- 19 DW Early Release Collaboration Day

- 3 Professional Learning
- 22-24 Thanksgiving Break

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 19 Graduation 2:00pm
- 23 Last Student Day/4th Quarter Ends
- 24 Last Teacher Day - Collaborative Planning

- 1 Professional Learning
- 21 End of 2nd Quarter
- 22 Collaborative Planning
- 25-29 Winter Break

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- S1: 86 S2: 91
- No School for Students
- No School for Students/Staff Report
- Early Release Day
- DW Early Release Collaboration Day

Final 4/13/23

	Implementation A.I.	Department Collaboration	
Role/Position	8:00-11:00	11:00-12:15	12:15-3:45
Kindergarten	Amplify CKLA Enhanced Planning Training @ ESU3 (Meadowlark)	Lunch	Building - Professional Learning
1st Grade			
2nd Grade			
Reading Specialists			
K-6 EL Teachers	Amplify CKLA Enhanced Planning Training @ ESU3 (Niobrara)		
3rd Grade			
4th Grade			
5th Grade			
Reading Specialists	Amplify ELA Enhanced Planning Training-RMS Media Center		
K-6 EL Teachers			
6th Grade			
7th Grade ELA teachers	StudySync Training-RMS Classroom (A. George's Room)		
8th Grade ELA teachers	HAL Collaboration @ESU #3		
HAL Teachers	Amplify CKLA Enhanced Planning Training @ ESU3 (Meadowlark)		
K-2 SPED Teachers Level 1	Amplify CKLA Enhanced Planning Training @ ESU3 (Niobrara)		
3-5 SPED Teachers Level 1	N2Y Curriulcum & Program Support- Blumfield Level 2 Classroom		
K-6 & RMS SPED Teachers Level 2, Elem Psychs	Department Collaboration @ RHS (Klines Office)		
K-6 SLPs	Department Collaboration @ B108		
K-6 Music Teachers	Department Collaboration @ RHS B109		
K-6 Art Teachers	Department Collaboration @ RHS Media Work Room		
K-6 Media Teachers	Department Collaboration @ RHS B110		
K-6 PE Teachers	Creative Curriculum Training @ CO Board Room *8:30-3:30		
PK Teachers	CKLA Enhanced Planning Training @ ESU3 (K-2 Meadowlark, 3-5 Niobrara)		
DHH Program K-6	Amplify ELA Enhanced Planning Training-RMS Media Center		
DHH Program 7-8	Department Collaboration @ RMS		
DHH Itinerant Teachers	Artificial Intelligence @ ESU3 (Prairie 1 and Prairie 2) (Dr. Pivonka will share your groups and where to report)		
7-12 ELL	K-6 Counseling Collaboration @ Meadows		
K- 6 School Counselors	Artificial Intelligence @ ESU3 (Prairie 1 and Prairie 2) (Dr. Pivonka will share your groups and where to report)		
9-12 SPED Teachers & Psych	Artificial Intelligence @ ESU3 (Prairie 1 and Prairie 2) (Break out groups can be found here)		
9-12 Certified Staff	Collaborative planning for College & Career Day		
RHS Counseling Dept	Mr. Parizek will share the building schedule		
RMS Certified Staff (except ELA)			

Coffee from The Beanery 7:00-8:30 (Rambassadors are runners)						Back to School Events 2023 - 2024					
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Wed, August 2, 2023 New Teachers	7:45 - 8:30am	All New Teachers & Cabinet Members	Introduction & Welcome	Ralston High School Media Center Coffee Catering by The Beanery (serving begins at 7am)	Jason Buckingham, Instructional Coaches, Cabinet						
	8:35 - 10:45am	All New Teachers	Danielson Framework	Ralston High School Media Center	Instructional Coach Teams						
	11:00 - 12:00pm	All New Teachers, Administrators, & Instructional Coaches	Chamber Luncheon	Post Event Center, 7400 Q Street, Ralston, NE	Ralston Chamber of Commerce, Cabinet						
	12:30 - 3:45pm	All New Teachers	All Things Tech	Ralston High School Media Center	Mrs. Mindy Podraza, Ms. Amber Scott, & Mrs. Shawna Mayer (Heather Pash - 2:30-3:45 EL Drive)						
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Thurs, August 3, 2023 New Teachers, Returning Teachers (Snow Day Makeup) & Media Paras	7:45-11:00	All New Teachers	Preparing for the First 2 Weeks of School	Ralston High School Media Center	Mrs. Mindy Podraza, Ms. Amber Scott, & Mrs. Shawna Mayer						
	7:45-9:00	All New Teachers	Principal Q&A roundtable discussion	Ralston High School Media Center	All building principals						
	9:00 - 11:00	All New Teachers	Coaching Expectations/Special Education Partners	Ralston High School Media Center	Mrs. Mindy Podraza, Ms. Amber Scott, & Mrs. Melanie Reeves						
	7:45-3:30	Returning Teachers	Building prep time	Buildings							
	11:15 - 12:15pm	All New Teachers	REA Welcome Luncheon	Small Cafeteria (Food Truck)	Ralston Education Association						
	12:30 - 2:00pm	All New Teachers	Curriculum/Learning Targets/Lesson Plans/Technology	Ralston High School Media Center	Mrs. Mindy Podraza, Ms. Amber Scott, Mrs. Melanie Reeves, & Ms. Jamie Demson						
	1:30 - 2:00pm	Mentors	Expectations for Mentors	Ralston High School Lecture Room C	Mrs. Shawna Mayer						
	2:15-3:30	All Teachers	Building level meetings	Buildings	Building Administration						
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Friday, August 4, 2023 New Teachers, Returning Teachers (Snow Day Makeup)	7:45 - 10:30am	All New Teachers	Classroom Management and Design	Ralston High School Media Center	Mrs. Mindy Podraza, Ms. Amber Scott, & Mrs. Shawna Mayer						
	8:30-10:30am	Pre-K Staff	Pre-K Collaboration	Meadows Elementary Media Center	Mrs. Missy Stolley, Ms. Kayla Parr, & Dr. Whitley Hettenbaugh						
	10:00-10:40	New Classified Staff	Timecard Training	Ralston High School Lecture Room C	Mrs. Joyce Sramek & Mrs. Christy Sonntag						
	10:45 - 12:30pm	All RPS Staff & Board of Education	Kick-off Lunch & Vendor Fair	Ralston High School Cafeteria	Administrative Team, Just Good Meats						
	1:00-2:00	Meadows Staff Members	Boxlight Training	Meadows Elementary	Jason Fink						
	2:00-3:00	Karen Western Staff Members	Boxlight Training	Karen Western	Jason Fink						
	12:45 - 2:15	Blumfield, Mockingbird, Wildewood, & Seymour Staff Members	Fastbridge Overview & Module Completion (as applicable)	Ralston High School-Lecture Room C	Dr. Whitley Hettenbaugh						
	12:45-1:45	7-8 Classroom teachers	Technology Integration	Ralston High School Media Center	Mr. Jason Fink/ESU 3 staff						
	2:00-3:00	9-12 Classroom teachers	MS & HS Coaches meeting	Ralston High School Lecture Room C	Clint Williams & Jon Taylor						
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Monday, August 7, 2023 All Certified Staff & Media Paras	7:45-10:45	K-2: Classroom Teachers & building level admin (if available)	CKLA Initial Training, Pt 1	Ralston High School Media Center	Andrea Rickard (CKLA Rep) Amber Scott/Anne Harley						
	7:45-10:45	K-5: Reading specialists, SPED teachers, EL teachers, SLPs, psychs	CKLA Initial Training, (Remote)	Ralston High School Lecture Room C	Erin Duram (CKLA Rep) Mrs. Missy Stolley & Dr. Whitley Hettenbaugh						
	7:45-10:45	6-7 (6th, 7th ELA teachers, SPED, EL)	Amplify ELA Overview Training (Remote)	Ralston Middle School Media Center	Stephanie Sorenson (Amplify ELA Rep) Mindy Prodraza/Sara Zabrowski						
	7:45-10:45	8th Grade (ELA, SPED, EL)	StudySync Training	Ralston Middle School Classroom (see Parizek)	Skylar Hurst (StudySync), Mindy Prodraza/Sara Zabrowski						
	9:00-3:00	Transportation Meeting	Transportation	VMAC BOE room	Connie Pilloud						
	11:00-12:00	Reading Specialists	Reading Specialists Department Collaboration	Ralston High School Media Center	Dr. Anne Harley & Dr. Sara Zabrowski						
	11:00-12:00	K-6 SPED teachers, SLPs, school psychs	SPED Department Meeting	Ralston High School Lecture Room C	Mrs. Missy Stolley & Dr. Whitley Hettenbaugh						
	1:00-2:00	7-12 SPED teachers, SLPs, school psychs	SPED Department Meeting	Ralston High School Lecture Room C	Mrs. Missy Stolley & Dr. Whitley Hettenbaugh						
12:45-3:45	3-5: Classroom Teachers & building level admin (if available)	CKLA Initial Training Pt 1	Ralston High School Media Center	Andrea Rickard (CKLA Rep) Amber Scott /Sara Zabrowski/Anne Harley							
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Tuesday, August 8, 2023 All Certified Staff, Health Paras, Media Paras Report All Elem Open House Night	7:45-10:45	3-5: Classroom Teachers & building level admin (if available)	CKLA Initial Training, Pt. 2	Ralston High School Media Center	Andrea Rickard (CKLA Rep) Amber Scott/Anne Harley						
	7:45-10:45	6-7 (6th, 7th ELA teachers, SPED, EL)	Amplify ELA Overview Training (Remote)	Ralston Middle School Health Room	Stephanie Sorenson (Amplify ELA Rep) Mindy Prodraza/Sara Zabrowski						
	8:00-12:00	Sign Language Interpreters	Meet/Introduce General Education Teachers	Assigned Buildings/Classrooms	Mrs. Diane Meyer						
	9:00-3:00	Health Paras & Nursing staff	Health update and information	Ralston Public School Board Room (CO)	Ms. Cindy Kirkpatrick						
	12:45-3:45	K-2 Classroom Teachers	CKLA Initial Training, Pt. 2	Ralston High School Media Center	Andrea Rickard (CKLA Rep) Amber Scott/Anne Harley						
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Wednesday, August 9, 2023 ALL Certified & ALL Classified Staff	1:00-3:30	DHH Interpreters	Leave System, Extra-Curricular recording, & contract review	Ralston High School Lecture Room C	Mrs. Diane Meyer & Dr. Mike Rupprecht						
	7:45-9:45	K-12 EL Teachers	EL Department Collaboration	Ralston High School Alumni Room	Stacy Athow						
	7:45-3:45	By invite only- see email from Dr. Whitley Hettenbaugh	MANDT Training	RHS Media Center (Back Half)	Mrs. Kiley Compton, Dr. Whitley Hettenbaugh, & Mr. Tyler Barna						
	8:00-9:30	DHH Staff & Interpreters	Program Meeting	Ralston High School Lecture Room C	Mrs. Diane Meyer						
	9:45-11:30	DHH Interpreters	Interpreter Notebook Review, Roles & Responsibilities	Ralston High School Lecture Room C	Mrs. Diane Meyer						
	10:00-12:00	HAL Teachers	HAL Collaboration	District Office, Teaching & Learning Dept	HAL Teachers, Dr. Anne Harley, Dr. Adam Larson (ESU3)						
10:00-11:00	7-12 CTE Teachers	CTE Department Meeting	Ralston High School Room F007B (Dunn's room) [1]	Dr. Sara Zabrowski-Gates/Rebecca Dunn							
12:30-3:30	DHH Interpreters	Professional Development	Ralston High School Lecture Room C	Mrs. Diane Meyer							
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Thursday, August 10, 2023 All Certified & Classified Staff Report	All Day	All Certified & Classified Staff		PK, K, 7th & 9th Grade Students Begin School (8:00 - 1:30pm)							
Date	Time	Session Audience	Session/Topic	Location	Facilitators						
Friday August 11, 2023 All Certified & Classified Staff report	All Day	All RPS Staff		All students return school. Early dismissal.							

[1] Discuss location for meeting. Lecture Room C? Or CTE classroom space.