

Board of Education Regular
Meeting/Business
Monday, October 23, 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. Certified Staff Negotiations Process
Speaker(s): Jason Buckingham/Aaron Bredenkamp/Mike Rupprecht
 - 6.3. Government Relations Update
Speaker(s): Mr. Jason Buckingham
 - 6.4. NASB Updates and Information
Speaker(s): Mrs. Elizabeth Kumru
 - 6.5. Enrollment Update
Speaker(s): Mr. Jason Buckingham
 - 6.6. Superintendent Evaluation Update
Speaker(s): Jason Buckingham
 - 6.7. Attendance Improvement Plan
Speaker(s): Jason Buckingham
 - 6.8. Early Graduation Discussion
Speaker(s): Ryan Pivonka
7. Standards Based School Improvement
 - 7.1. Voluntary Separation Program (Action)
Speaker(s): Aaron Bredenkamp
8. Policy Review
Speaker(s): Jason Buckingham
9. Pre-Adjournment Information and Activities
 - 9.1. Announcements
 - 9.2. Board of Education Supplemental Meeting Information
 - 9.3. Future Board Calendar

10. Adjourn

2009 Public Participation at Board Meetings

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

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

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

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

Adopted on: March 25, 2019

Revised on:

Reviewed on: March 25, 2019

Ralston Board of Education Public Comment Procedures

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

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

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

Public Participation at Board Meetings Form

**Ralston Board of Education
PUBLIC COMMENTS**

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

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

PLEASE PRINT

Name _____ Date _____

Address _____

City _____ State _____ Zip Code _____

Subject of Public Comment: _____

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

Monday, October 9, 2023

The Ralston Public Schools Board of Education met in open and public session on October 9, 2023. The meeting 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

The Board voted to excuse Mrs. Liz Kumru. In addition to the Board members, those in attendance included Mr. Jason Buckingham, Dr. Aaron Bredenkamp, Dr. Mike Rupprecht, Dr. Anne Harley, Mr. Jim Frederick, and Mrs. Marci Carroll. Motion to excuse Mrs. Kumru was made by Ms. Mary Roarty and seconded by Mrs. Samantha Willey.

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

Consent Agenda

Consent agenda items included minutes from the September 25 meeting, September Financial Report, September bills in the amount of \$571,917.15 for the General Fund, and \$4,132,820.64 for the Special Building Fund.

Prior to the meeting Mrs. Robin Richards and Mrs. Katie Krause reviewed the bills. Local substitute certificate for Thea Jobst. Resignation from Ben Batley, RHS Special Education teacher. Motion to approve the Consent Agenda was made by Mrs. Carrie Hough and seconded by Ms. Mary Roarty.

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

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Mrs. Katie Krause enjoyed attending parent/teacher conferences at Seymour Elementary with her son and his classroom teacher.

Ms. Roarty has appreciated the online communication provided by the District covering recent activities and events, especially the sixth-grade students attending the Outdoor Education program at Camp Kitaki.

Mrs. Samantha Willey and Mrs. Carrie Hough were excited to see all the Homecoming Week festivities.

Mrs. Robin Richards loved watching the Ram Pride Band participate in the Linx Marching Band Contest recently held in Lincoln.

Ralston Schools Foundation Update

Mr. Buckingham introduced the new Ralston Schools Foundation Director, Ms. Ashley Nodgaard, to the Board. Ms. Nodgaard shared a little bit about herself and her previous work experience. She is excited to begin her new career as the Foundation Director, and member of the District's Communications Team.

District Financial Report

Dr. Aaron Bredenkamp provided a summary of the finances for the month of September. September is the first month of the 2023-2024 fiscal year.

Building Projects Update

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

Blumfield

- Site logistics continuing, electrician onsite for switch gear placement
- Asbestos report returned, along with abatement bid, favorable bid number

Wildewood

- Pavement work is continuing, forming up a pour Wednesday
- Ceiling grid and lighting install continues
- Roof top units are being installed, startups 10/20
- Office area near completed for framing and drywall work
- LVT being installed in the 4th-6th grade areas

Mockingbird

- 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.
- 2nd floor is poured
- Receiving area walls are complete
- Roofing of academic wing is continuing
- Topping out ceremony 10/11

Seymour

- Design phase is nearing completion working on alternatives to opaque glass around the perimeter
- Initial building permit has been approved

RMS

- Design phase ongoing
- Heat Pump replacement is ongoing

Government Relations

Mr. Buckingham stated the Legislative Committee will reconvene soon.

NASB Update

No official report – Mrs. Kumru was absent.

Enrollment Update

Dr. Anne Harley reported total District enrollment is up 48 students compared to last year. Currently, 32% of all students are option enrollment students.

Voluntary Separation Program

Dr. Aaron Bredenkamp outlined Policy 4055 - Voluntary Separation Program. Each year the Board of Education considers offering this opportunity to certified staff members with 20 or more years of experience. This item will be brought back for approval at the October 23rd meeting.

Review of Nebraska Reads Act

Dr. Anne Harley reported on the Nebraska Reads Act, a program designed to improve literacy skills for Nebraska’s Kindergarten through third-grade students. It went into effect during the 2019-2020 school year and works to bring students up to grade-level-ready proficiency.

This year, Dr. Harley stated all elementary buildings are now using the FastBridge assessment, providing consistency across the District. She shared the threshold levels (minimum values a student needs to be at to be considered progressing toward future reading success), and the number of K-3 students at each school currently on an IRIP (Individual Reading Improvement Plan.)

Dr. Harley also shared with the Board a letter provided to parents/guardians if their child is on an IRIP. This communication states if your student needs assistance with reading, additional support will be provided for them. The letter also provides ideas on how parents and guardians can encourage their children to improve their reading skills at home.

Dr. Harley finished by stating that according to a specialist from the Nebraska Department of Education, “Ralston is doing everything right!” to follow the guidelines of the Nebraska Reads Act.

STANDARDS BASED SCHOOL IMPROVEMENT

Option Enrollment Resolution

Ms. Mary Roarty motioned to approve the Option Enrollment Capacity Resolution as written. The motion was seconded by Mrs. Katie Krause.

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

Joey Gauthier and Jessica Hinkle Early Graduation Request

Mrs. Katie Krause moved to approve the two-semester early graduation request for Joey Gauthier and Jessica Hinkle at the completion of the 2023-2024 school year upon completion of all graduation requirements. The motion was seconded by Mrs. Carrie Hough.

- 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 at 7:10 pm to discuss personnel and legal matters. The motion was made by Ms. Mary Roarty and seconded by Mrs. Carrie Hough.

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

Ms. Mary Roarty motioned to move out of the executive session at 7:24 pm. The motion was seconded by Mrs. Carrie Hough.

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

Adjournment

The Board voted to adjourn the meeting at 7:25 pm with a motion by Ms. Mary Roarty and seconded by Mrs. Katie Krause.

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

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

Mrs. Robin Richards, President

Mrs. Samantha Willey, Secretary

**Ralston Public Schools
Board of Education Work Session**

Wednesday, October 11, 2023

The Ralston Public Schools Board of Education met in open, public session on Wednesday, October 11, 2023. The meeting took place at Mockingbird Elementary School, 5100 S. 93 St., Ralston, NE. The District provided advanced notice by publication in The Omaha Daily Record and on the District’s website, www.ralstonschools.org.

Call to Order

Board President, Mrs. Robin Richards, called the meeting to order at 5:00 pm.

District Goal and Strategic Planning Review

The board reviewed the Purpose, Direction and Strategic plan, and Core Beliefs documents. They also discussed next steps for the upcoming Cognia accreditation visit.

Adjournment

The Board voted to adjourn at 6:58 pm, with a motion made by Mrs. Liz Kumru and was seconded by Mrs. Katie Krause.

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

Mrs. Robin Richards, President

Mrs. Samantha Willey, Secretary

Bond Planning/Update Agenda

October 16, 2023

- MB
 - - Main Entry – Exterior:
<https://api2.enscape3d.com/v3/view/4213c738-6de7-4d40-adf6-7734896feca0>
 - Main Office:
<https://api2.enscape3d.com/v3/view/7cfc1821-771e-40f7-91f7-439704db035d>
 - Main Entry – Interior:
<https://api2.enscape3d.com/v3/view/3ef4589b-24f5-4d25-ac9c-a76ad3cf0b59>
 - Cafeteria:
<https://api2.enscape3d.com/v3/view/cba1063a-bc96-425b-a051-ed5d974049c4>
 - Gymnasium:
<https://api2.enscape3d.com/v3/view/ab0b5eaa-88c0-4c66-a46f-3dee4362864a>
 - Media Center:
<https://api2.enscape3d.com/v3/view/6e90d288-fc6c-46e3-b71d-ff3c74ef7838>
 - Classroom:
<https://api2.enscape3d.com/v3/view/15b21acc-6a13-41f9-807b-1dd02454f4a5>
 - Music Room:
<https://api2.enscape3d.com/v3/view/81df8eb7-064c-45c1-8e2e-c3f3d4facc3f>
 - Setting window frames, glass to follow
 - Exterior paint is progressing and will be done prior to Nov. 10
 - Framing is starting for the main floor
 - Building the retention pond for roof drainage next week
 - Air will be craned in next week
- BL
 - Precon ongoing,
 - Filling dumpsters
 - Construction trailer to move soon
- WW
 - Driveway is complete, sidewalks to be formed next week
 - Crane to set RTU's on Friday
 - Drywall is mostly hung, all classrooms complete,
 - Classroom technology is starting to be installed
 - Fire alarms and emergency lighting is being installed
 - Ceiling grid is complete in 75% of classrooms, hallways
 - Interior glass and door frames to be completed this week
 - 75% of casework is onsite, 2nd delivery in 2-3 weeks

October 9, 2023

- BL
 - Site logistics continuing, electrician onsite for switch gear placement
 - Asbestos report returned, along with abatement bid, favorable bid number

- WW
 - Pavement work is continuing, forming up a pour Wednesday
 - Ceiling grid and lighting install continues on
 - Roof top units are being installed, startups 10/20
 - Office area near completed for framing and drywall work
 - LVT being installed in the 4th-6th grade 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
 - 2nd floor is poured
 - Receiving area walls are complete
 - Roofing of academic wing is continuing
 - Topping out ceremony 10/11

- SY
 - Design phase is nearing completion working on alternatives to opaque glass around the perimeter
 - Initial building permit has been approved

- RMS
 - Design phase ongoing
 - Heat Pump replacement is ongoing

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 tanners 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 traunch.
- 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

Negotiations timeline/process

1. Negotiations must begin on or before November 1st of each year, and a minimum of four meetings are required unless settlement is reached prior to the fourth meeting.
2. Negotiations should be finalized by February 8, but may extend beyond that date by mutual agreement of both parties.
3. Negotiations may be for multiple years
4. Bargaining Array
 - a. Number of array schools set by agreement between parties
 - b. Can include schools at 50% up to 200% of district enrollment
 - c. Should be geographically close to the district
 - d. Schools can be added or removed by mutual agreement
 - e. Current array includes Waverly, Bennington, Blair, Gretna, Norris, Fremont and Schuyler
5. Areas of mandatory negotiations include:
 - a. Base Salary
 - b. Salary Schedule
 - c. Health Insurance
 - d. Leave (Personal, Sick, Bereavement etc.)
 - e. Bonuses or other forms of compensation (unit pay, sub coverage, hiring/retention bonuses, overages etc.)
6. Areas not subject to negotiations
 - a. Class size
 - b. Curriculum
 - c. Extracurricular programs
 - d. Right to Hire
 - e. Evaluation
 - f. Work day
 - g. Contract Days

Salary Schedule

Base \$ 38,475

3% \$ 1,154.25 9% \$3,462.75

5% \$1,923.75

7% \$2,693.25

Step	BA	BA+9	BA+18	BA+27	BA+36 MA	MA+9	MA+18	MA+27	MA+36
1									
2									
3	\$ 42,323	\$ 44,246	\$ 46,170	\$ 48,094	\$ 50,018	\$ 51,941	\$ 53,865	\$ 55,789	\$ 57,713
4	\$ 44,246	\$ 46,170	\$ 48,094	\$ 50,018	\$ 51,941	\$ 53,865	\$ 55,789	\$ 57,713	\$ 59,636
5	\$ 46,170	\$ 48,094	\$ 50,018	\$ 51,941	\$ 53,865	\$ 55,789	\$ 57,713	\$ 59,636	\$ 61,560
6	\$ 48,094	\$ 50,018	\$ 51,941	\$ 53,865	\$ 55,789	\$ 57,713	\$ 59,636	\$ 61,560	\$ 63,484
7	\$ 50,018	\$ 51,941	\$ 53,865	\$ 55,789	\$ 57,713	\$ 59,636	\$ 61,560	\$ 63,484	\$ 65,408
8		\$ 53,865	\$ 55,789	\$ 57,713	\$ 59,636	\$ 61,560	\$ 63,484	\$ 65,408	\$ 67,331
9			\$ 57,713	\$ 59,636	\$ 61,560	\$ 63,484	\$ 65,408	\$ 67,331	\$ 69,255
10			\$ 59,636	\$ 61,560	\$ 63,484	\$ 65,408	\$ 67,331	\$ 69,255	\$ 71,179
11				\$ 63,484	\$ 65,408	\$ 67,331	\$ 69,255	\$ 71,179	\$ 73,103
12				\$ 65,408	\$ 67,331	\$ 69,255	\$ 71,179	\$ 73,103	\$ 75,026
13				\$ 67,331	\$ 69,255	\$ 71,179	\$ 73,103	\$ 75,026	\$ 76,950
14					\$ 71,179	\$ 73,103	\$ 75,026	\$ 76,950	\$ 78,874
15					\$ 73,103	\$ 75,026	\$ 76,950	\$ 78,874	\$ 80,798
16					\$ 75,026	\$ 76,950	\$ 78,874	\$ 80,798	\$ 82,721

These grayed areas represent 56.35 FTE's or 23% of the staff which would need to be backed up on the schedule.

If you would roll back those steps you could be redistributed \$177,047 back into the schedule.

This would translate into a starting salary of \$29,521 and MA+36 of 57,700 without longevity.

In addition, \$59,475 represents longevity of 1% for three years on MA+36 only. Compared to a possible 9% A better comparison would be the \$59,114 compared to \$59,475.

EdD/PhD
\$ 61,560
\$ 63,484
\$ 65,408
\$ 67,331
\$ 69,255
\$ 71,179
\$ 73,103
\$ 75,026
\$ 76,950
\$ 78,874
\$ 80,798
\$ 82,721
\$ 84,645
\$86,569

odule.

which you currently have.

Salary Schedule 2023-24

Salary Index

Step	BA	BA+9	BA+18	BA+27	BA+36 MA	MA+9	MA+18	MA+27	MA+36	EdD/PhD
1	1.00	1.05	1.10	1.15	1.20	1.25	1.30	1.35	1.40	1.50
2	1.04	1.09	1.14	1.19	1.24	1.29	1.34	1.39	1.44	1.54
3	1.08	1.13	1.18	1.23	1.28	1.33	1.38	1.43	1.48	1.58
4	1.12	1.17	1.22	1.27	1.32	1.37	1.42	1.47	1.52	1.62
5	1.16	1.21	1.26	1.31	1.36	1.41	1.46	1.51	1.56	1.66
6	1.20	1.25	1.30	1.35	1.40	1.45	1.50	1.55	1.60	1.70
7	1.24	1.29	1.34	1.39	1.44	1.49	1.54	1.59	1.64	1.74
8		1.33	1.38	1.43	1.48	1.53	1.58	1.63	1.68	1.78
9			1.42	1.47	1.52	1.57	1.62	1.67	1.72	1.82
10			1.46	1.51	1.56	1.61	1.66	1.71	1.76	1.86
11				1.55	1.60	1.65	1.70	1.75	1.80	1.90
12				1.59	1.64	1.69	1.74	1.79	1.84	1.94
13				1.63	1.68	1.73	1.78	1.83	1.88	1.98
14					1.72	1.77	1.82	1.87	1.92	2.02
15					1.76	1.81	1.86	1.91	1.96	2.06
16					1.80	1.85	1.90	1.95	2.00	2.10

Salary Schedule

Base \$ 38,475

3% \$ 1,154.25 9% \$3,462.75

5% \$1,923.75

7% \$2,693.25

Step	BA	BA+9	BA+18	BA+27	BA+36 MA	MA+9	MA+18	MA+27	MA+36	EdD/PhD
1	\$ 38,475	\$ 40,399	\$ 42,323	\$ 44,246	\$ 46,170	\$ 48,094	\$ 50,018	\$ 51,941	\$ 53,865	\$ 57,713
2	\$ 40,014	\$ 41,938	\$ 43,862	\$ 45,785	\$ 47,709	\$ 49,633	\$ 51,557	\$ 53,480	\$ 55,404	\$ 59,252
3	\$ 41,553	\$ 43,477	\$ 45,401	\$ 47,324	\$ 49,248	\$ 51,172	\$ 53,096	\$ 55,019	\$ 56,943	\$ 60,791
4	\$ 43,092	\$ 45,016	\$ 46,940	\$ 48,863	\$ 50,787	\$ 52,711	\$ 54,635	\$ 56,558	\$ 58,482	\$ 62,330
5	\$ 44,631	\$ 46,555	\$ 48,479	\$ 50,402	\$ 52,326	\$ 54,250	\$ 56,174	\$ 58,097	\$ 60,021	\$ 63,869
6	\$ 46,170	\$ 48,094	\$ 50,018	\$ 51,941	\$ 53,865	\$ 55,789	\$ 57,713	\$ 59,636	\$ 61,560	\$ 65,408
7	\$ 47,709	\$ 49,633	\$ 51,557	\$ 53,480	\$ 55,404	\$ 57,328	\$ 59,252	\$ 61,175	\$ 63,099	\$ 66,947
8		\$ 51,172	\$ 53,096	\$ 55,019	\$ 56,943	\$ 58,867	\$ 60,791	\$ 62,714	\$ 64,638	\$ 68,486
9			\$ 54,635	\$ 56,558	\$ 58,482	\$ 60,406	\$ 62,330	\$ 64,253	\$ 66,177	\$ 70,025
10			\$ 56,174	\$ 58,097	\$ 60,021	\$ 61,945	\$ 63,869	\$ 65,792	\$ 67,716	\$ 71,564
11				\$ 59,636	\$ 61,560	\$ 63,484	\$ 65,408	\$ 67,331	\$ 69,255	\$ 73,103
12				\$ 61,175	\$ 63,099	\$ 65,023	\$ 66,947	\$ 68,870	\$ 70,794	\$ 74,642
13				\$ 62,714	\$ 64,638	\$ 66,562	\$ 68,486	\$ 70,409	\$ 72,333	\$ 76,181
14					\$ 66,177	\$ 68,101	\$ 70,025	\$ 71,948	\$ 73,872	\$ 77,720
15					\$ 67,716	\$ 69,640	\$ 71,564	\$ 73,487	\$ 75,411	\$ 79,259
16					\$ 69,255	\$ 71,179	\$ 73,103	\$ 75,026	\$ 76,950	\$80,798

2023-24 Draft Proposal - Vertical Movement

\$1050 Ded EHA Add \$750 to Base

FTE	268.00				273.50			
FACTOR	421.79				431.99			
BASE SALARY	\$ 37,725.00				\$ 38,475.00		\$ 16,620,815.25	
STANDARD INCREASE							\$ -	
TOTAL SALARY				\$ 15,912,027.75			\$ 16,620,815.25	
AVE SALARY				\$ 59,373.24			\$ 60,770.81	
HEALTH INS								
Family (8.75%)	85	\$23,429.61	\$ 1,991,516.85		Family (8.75%)	85	\$25,093.24	\$ 2,132,925.32
Family Den (8.75)	9	\$24,071.61	\$ 216,644.49		Family Den (8.75%)	9	\$25,738.24	\$ 231,644.15
Employ Child (4.5%)	18	\$16,204.33	\$ 291,677.94		Employ Child (4.5%)	18	\$17,346.66	\$ 312,239.85
Employ Spouse (6%)	22	\$18,059.96	\$ 397,319.12		Employ Spouse (6%)	22	\$19,336.29	\$ 425,398.35
Single (4%)	80.5	\$8,961.18	\$ 721,374.99		Single (4%)	80.5	\$9,581.88	\$ 771,340.95
Single (4.5%)	23	\$8,914.50	\$ 205,033.50		Single (4.5%)	23	\$9,531.97	\$ 219,235.30
In Lieu	60	\$ 2,750.00	\$ 165,000.00		In Lieu	60	\$ 2,750.00	\$ 165,000.00
TOTAL HEALTH			\$ 3,988,566.89				\$ 4,257,783.92	
WORKMANS COMP	0.62%		\$ 99,388.42		0.62%		\$ 106,304.05	
LTD SALARY	0.36%		\$ 72,068.24		0.36%		\$ 77,052.96	
LONG SERVICE INCREMENT	(FTE*%)	3.1375	\$ 118,362.19			0		
LIFE	268	\$ 46.00	\$ 12,328.00		273.5	\$ 46.00	\$ 12,581.00	
RETIREMENT		0.098778	\$ 1,583,449.86			0.098778	\$ 1,693,629.34	
SOCIAL SECURITY		0.0765	\$ 1,226,324.83			0.0765	\$ 1,311,654.87	
UNIT PAY			\$ 450,000.00				\$ 450,000.00	
Horizontal Move			\$ -		2.3		\$ 75,000.00	
TOTAL COMPENSATION			\$ 23,462,516.18				\$ 24,604,821.39	

PKG INCREASE	\$ 1,142,305.21
% PKG INCREASE	4.87%
% INCREASE SALARY	4.15%
% INCREASE HEALTH	6.75%

SALARY	HEALTH
2.84%	1.15%
	FRINGE
	0.38%

Teacher Placement (FTE)

Step	BA	BA+9	BA+18	BA+27	BA+36	MA+9	MA+18	MA+27	MA+36	Edd/PhD												
	1	2	3	4	MA	6	7	8	9	10												
1	8.00	0.00	0.00	0.00	3.00	0.00	0.00	1.00	0.00	0.00	12.00	5.0%										
2	7.00	0.00	4.00	0.00	1.00	0.00	0.00	0.00	0.00	0.00	12.00	5.0%										
3	3.00	0.00	1.00	1.00	3.00	0.00	0.00	0.00	0.00	0.00	8.00	3.3%										
4	2.00	0.00	1.00	1.00	10.00	0.00	1.00	0.00	0.00	0.00	15.00	6.2%										
5	4.00	1.00	0.00	0.00	8.00	0.00	3.00	0.00	0.00	0.00	16.00	6.6%										
6	4.00	0.00	1.00	1.00	5.00	1.00	1.00	0.00	1.00	0.00	14.00	5.8%										
7	13.00	0.00	1.00	1.00	6.00	2.00	1.00	0.00	1.00	1.00	26.00	10.8%										
8	0.00	6.00	3.00	1.00	7.00	1.00	0.00	1.00	0.00	0.00	19.00	7.9%										
9			1.00	0.00	3.00	2.00	1.00	0.00	1.00	0.00	8.00	3.3%										
10			6.00	1.00	1.00	0.00	0.00	1.00	0.00	0.00	9.00	3.7%										
11				2.00	3.00	3.00	1.00	2.00	7.00	0.00	18.00	7.5%										
12				0.00	8.00	0.00	0.00	0.00	2.00	0.00	10.00	4.1%										
13				2.00	1.00	1.00	1.00	1.00	1.00	0.00	7.00	2.9%										
14					2.00	0.00	3.00	1.00	0.00	0.00	6.00	2.5%										
15					3.00	1.00	1.00	0.00	2.00	0.00	7.00	2.9%										
16					38.00	9.00	13.00	3.00	22.50	1.00	86.50	35.8%										
											273.50	273.50										
											41.00	7.00	18.00	10.00	102.00	20.00	26.00	10.00	37.50	2.00	273.50 FTE	273.50
											15.0%	2.6%	6.6%	3.7%	37.3%	7.3%	9.5%	3.7%	13.7%	0.7%		
											27.8%			72.2%								

Index Placement (FTE*Index) does not include longevity

Step	BA	BA+9	BA+18	BA+27	BA+36	MA+9	MA+18	MA+27	MA+36	Edd/PhD												
	MA																					
1	8.00	0.00	0.00	0.00	3.60	0.00	0.00	1.35	0.000	0.00	12.95	3.13%										
2	7.28	0.00	4.56	0.00	1.24	0.00	0.00	0.00	0.000	0.00	13.08	3.16%										
3	3.24	0.00	1.18	1.23	3.84	0.00	0.00	0.00	0.000	0.00	9.49	2.29%										
4	2.24	0.00	1.22	1.27	13.20	0.00	1.42	0.00	0.000	0.00	19.35	4.67%										
5	4.64	1.21	0.00	0.00	10.88	0.00	4.38	0.00	0.000	0.00	21.11	5.10%										
6	4.80	0.00	1.30	1.35	7.00	1.45	1.50	0.00	1.600	0.00	19.00	4.59%										
7	16.12	0.00	1.34	1.39	8.64	2.98	1.54	0.00	1.640	1.74	35.39	8.55%										
8		7.98	4.14	1.43	10.36	1.53	0.00	1.63	0.000	0.00	27.07	6.54%										
9			1.42	0.00	4.56	3.14	1.62	0.00	1.720	0.00	12.46	3.01%										
10			8.76	1.51	1.56	0.00	0.00	1.71	0.000	0.00	13.54	3.27%										
11				3.10	4.80	4.95	1.70	3.50	12.600	0.00	30.65	7.40%										
12				0.00	13.12	0.00	0.00	0.00	3.680	0.00	16.80	4.06%										
13				3.26	1.68	1.73	1.78	1.83	1.880	0.00	12.16	2.94%										
14					3.44	0.00	5.46	1.87	0.000	0.00	10.77	2.60%										
15					5.28	1.81	1.86	0.00	3.920	0.00	12.87	3.11%										
16					69.60	17.02	25.05	5.88	45.608	2.16	165.31	39.93%										
											431.998	431.998										
											46.320	9.190	23.920	14.540	162.800	34.605	46.305	17.770	72.648	3.900	431.9980	431.9980
											11.18%	2.22%	5.77%	3.51%	39.30%	8.35%	11.18%	4.29%	17.54%	0.94%		

Negotiations 23-24

FTE

\$ 23,462,516.18

Current Base \$ 37,725.00 273.50 431.998

Base inc.	Salary	Longevity	Total Salary	Workman's comp	LTD*	Life	NPERS	Health	FICA	Total	New Dollar	Increase Package	Increase
100	16,340,324	-	16,340,324	104,565		76,043	12,581	1,665,923	4,257,784	1,290,197	24,272,418	809,902	3.45%
150	16,361,924	-	16,361,924	104,699		76,121	12,581	1,668,057	4,257,784	1,291,850	24,298,015	835,499	3.56%
200	16,383,524	-	16,383,524	104,833		76,199	12,581	1,670,190	4,257,784	1,293,502	24,323,613	861,097	3.67%
250	16,405,124	-	16,405,124	104,967		76,276	12,581	1,672,324	4,257,784	1,295,154	24,349,210	886,694	3.78%
300	16,426,724	-	16,426,724	105,101		76,354	12,581	1,674,457	4,257,784	1,296,807	24,374,808	912,292	3.89%
350	16,448,324	-	16,448,324	105,235		76,432	12,581	1,676,591	4,257,784	1,298,459	24,400,406	937,889	4.00%
400	16,469,924	-	16,469,924	105,369		76,510	12,581	1,678,725	4,257,784	1,300,112	24,426,003	963,487	4.11%
450	16,491,524	-	16,491,524	105,502		76,588	12,581	1,680,858	4,257,784	1,301,764	24,451,601	989,085	4.22%
500	16,513,124	-	16,513,124	105,636		76,665	12,581	1,682,992	4,257,784	1,303,416	24,477,198	1,014,682	4.32%
525	16,523,924	-	16,523,924	105,703		76,704	12,581	1,684,059	4,257,784	1,304,243	24,489,997	1,027,481	4.38%
550	16,534,723	-	16,534,723	105,770		76,743	12,581	1,685,125	4,257,784	1,305,069	24,502,796	1,040,280	4.43%
600	16,556,323	-	16,556,323	105,904		76,821	12,581	1,687,259	4,257,784	1,306,721	24,528,393	1,065,877	4.54%
625	16,567,123	-	16,567,123	105,971		76,860	12,581	1,688,326	4,257,784	1,307,547	24,541,192	1,078,676	4.60%
650	16,577,923	-	16,577,923	106,038		76,899	12,581	1,689,393	4,257,784	1,308,374	24,553,991	1,091,475	4.65%
675	16,588,723	-	16,588,723	106,105		76,937	12,581	1,690,459	4,257,784	1,309,200	24,566,790	1,104,274	4.71%
700	16,599,523	-	16,599,523	106,172		76,976	12,581	1,691,526	4,257,784	1,310,026	24,579,589	1,117,072	4.76%
750	16,621,123	-	16,621,123	106,306		77,054	12,581	1,693,660	4,257,784	1,311,678	24,605,186	1,142,670	4.87%
800	16,642,723	-	16,642,723	106,440		77,132	12,581	1,695,793	4,257,784	1,313,331	24,630,784	1,168,268	4.98%
850	16,664,323	-	16,664,323	106,574		77,210	12,581	1,697,927	4,257,784	1,314,983	24,656,381	1,193,865	5.09%
900	16,685,923	-	16,685,923	106,708		77,287	12,581	1,700,061	4,257,784	1,316,636	24,681,979	1,219,463	5.20%
950	16,707,523	-	16,707,523	106,842		77,365	12,581	1,702,194	4,257,784	1,318,288	24,707,576	1,245,060	5.31%
1000	16,729,123	-	16,729,123	106,976		77,443	12,581	1,704,328	4,257,784	1,319,940	24,733,174	1,270,658	5.42%
1050	16,750,722	-	16,750,722	107,109		77,521	12,581	1,706,461	4,257,784	1,321,593	24,758,772	1,296,255	5.52%
1100	16,772,322	-	16,772,322	107,243		77,598	12,581	1,708,595	4,257,784	1,323,245	24,784,369	1,321,853	5.63%
1150	16,793,922	-	16,793,922	107,377		77,676	12,581	1,710,729	4,257,784	1,324,898	24,809,967	1,347,451	5.74%
1300	16,858,722	-	16,858,722	107,779		77,909	12,581	1,717,129	4,257,784	1,329,855	24,886,759	1,424,243	6.07%

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 68509-460

As of 1/6/2023

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

2023 NEBRASKA UNICAMERAL LEGISLATURE

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

As of 1/5/2022

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

2023 LEGISLATIVE COMMITTEES
Committee on Committees Preliminary Report
Standing Committees

Updated 1/5/2023

Agriculture (8)

Rm. 1524 – Tuesday

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

Appropriations (9)

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

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

Banking, Commerce and Insurance (8)

Rm. 1507 – Monday & Tuesday

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

Business and Labor (7)

Rm. 1524 – Monday

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

Education (8)

Rm. 1525 – Monday & Tuesday

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

General Affairs (8)

Rm. 1510 – Monday

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

Government, Military and Veterans Affairs (8)

Rm. 1507 – Wednesday, Thursday, & Friday

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

Health and Human Services (7)

Rm. 1510 – Wednesday, Thursday, & Friday

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

Judiciary (8)

Rm. 1113 – Wednesday, Thursday, & Friday

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

Natural Resources (8)

Rm. 1525 – Wednesday, Thursday, & Friday

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

Nebraska Retirement Systems (6)

Rm 1525 – At call of Chair

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

Revenue (8)

Rm. 1524 – Wednesday, Thursday, & Friday

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

Transportation and Telecommunications (8)

Rm. 1113 – Monday & Tuesday

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

Urban Affairs (7)

Rm. 1510 – Tuesday

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

Select Committees

Committee on Committees (13)

Albrecht (C)

District 1:

Bostar
Bostelman
Moser
Sanders

District 2:

Hunt
Linehan
Vargas
von Gillern

District 3:

Erdman
Jacobson
Lowe
Murman

Enrollment and Review (1)

Ballard (C)

Reference (9)

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

Rules (6)

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

Special Committees

Building Maintenance (6)

Clements

Education Commission of the States (3)

Executive Board of the Legislative Council (9)

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

Justice Reinvestment Oversight (5)

Legislative Performance Audit (7)

Arch, Briese, Clements

Midwestern Higher Education Compact (2)

Planning Committee (9)

Arch, Briese, Clements

Redistricting Committee (9)

State- Tribal Relations Committee (7)

2023 ADVOCACY HANDBOOK

FOR THE 2023 LEGISLATIVE SESSION

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

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

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

#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)

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YOUR ROLE - ADVOCACY & ENGAGEMENT

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108TH LEGISLATURE, 1ST SESSION

SHARE YOUR STORY

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

LEGISLATORS CARE ABOUT YOUR OPINION.

REMINDE THEM, YOU ARE THEIR NEIGHBOR.

VOTERS ALSO PUT YOU IN OFFICE.

YOU HAVE AN INFLUENTIAL ROLE IN YOUR COMMUNITY.

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

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

BUDGET

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

KIDS

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

SCHOOL

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

WHAT CAN NASB DO FOR YOU?

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

YOUR NASB LEGISLATIVE TEAM & RESOURCES

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

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

John Spatz - Executive Director - jspatz@NASBOnline.org

Lindsey Wooton - Administrative Specialist - lwooton@NASBOnline.org



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Key Hashtags: #liveNASB #weLIVEhere



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



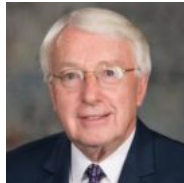
Sen. John Cavanaugh
District 9
Omaha



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



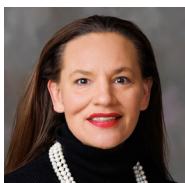
Sen. Tom Brewer
District 43
Gordon



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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108TH LEGISLATURE, 1ST SESSION



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



Kim Burry
NASB President
Bayard



Stacy Jolley
NASB Vice President
Millard



Member 1
Spencer Head
Omaha



Member 2
Jane Erdenberger
Omaha



Member 3
Bob Rauner
Lincoln



Member 4
Kathy Danek
Lincoln



Member 5
Sarah Centineo
Bellevue



Member 6
Beth Morrisette
Westside



Member 7
Suzanne Sapp
Ashland-Greenwood



Member 8
Amanda McGill Johnson
Millard



Member 9
Drew Blessing
Kearney



Member 10
Marla Grier
South Sioux City



Member 11
Doug Keener
Mitchell



Member 12
Ryne Seaman
Seward



Member 13
Steve Blocher
West Point



Member 14
Jim Vlach
Lyons-Decatur



Member 15
Brian Quackenbush
Tri County



Member 16
Judy Thompson
ESU 16



Appointed Member
Lisa Albers
Grand Island



Appointed Member
Skip Altig
North Platte



Appointed Member
Brian Copsy
Gering



Appointed Member
Kyle Fisher
Springfield Platteview



Appointed Member
Steve Koch
Hershey



Appointed Member
Stephanie Summers
David City



Appointed Member
Lisa Wagner
Central City



Appointed Member
Brad Wilkins
Ainsworth

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

NASB POSITIONS ENCLOSED

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108TH LEGISLATURE, 1ST SESSION

The Nebraska Association of School Boards is the only state organization created by school board members to represent the interests of school board members.

Your Association's legislative agenda is initiated each year with the submission of local board proposals.

The NASB Legislation Committee reviews all proposals, and then submits its recommendations to the NASB Board of Directors.

The Board can then review and amend the submissions before presenting them to the NASB Delegate Assembly.

The Delegate Assembly gives each member school district a voice in shaping the agenda of NASB.

Standing Positions remain in effect until they are repealed by the Assembly.

Legislative Resolutions are in effect for one year only.

WHAT DOES THIS REPRESENT?

The statements you read inside the pages of this book represent a set of belief statements which guide NASB's government relations efforts. These words guide our lobbying efforts at the State Capitol, with the State Board of Education and NDE, as well as with our representatives in Washington, D.C.

While this work represents an effort to describe an issue or condition to be addressed, rarely is a bill written in such plain language. Actual legislative bills are a blend of several ideas (or perhaps a good idea, and a substantial price tag). Hence, when NASB analyzes how we will testify on a bill, we take into account a number of factors, including regular reviews by the Legislation Committee which offer guidance on the course corrections necessary to navigate the turbulent amendment process.

YOUR 2023 LEGISLATIVE RESOLUTIONS

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108TH LEGISLATURE, 1ST SESSION

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

Resolutions are statements of intended and desired legislative action on items of current needs or problems. Resolutions are in effect for one year and direct the organization and its staff in their legislative efforts with each annual session of the Legislature. All resolutions submitted are presented for consideration and action. The Delegate Assembly shall receive, consider, and act upon legislative resolution proposals submitted to it by the Legislation Committee and the Board of Directors.

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CREATING A VISION FOR NEBRASKA'S FUTURE

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

EDUCATION PROGRAM OPPORTUNITIES

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

EXPAND USE OF QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

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

HEALTHY CULTURES & RESILIENCY IN SCHOOLS

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

MENTAL & BEHAVIORAL HEALTH

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

SUPPORT OF EARLY CHILDHOOD PROGRAMS IN THE COMMUNITY

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

SUPPORT THE COLLECTION AND USE OF RELEVANT DATA

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

UPDATING NOTICE REQUIREMENTS

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

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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
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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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108TH LEGISLATURE, 1ST SESSION

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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108TH LEGISLATURE, 1ST SESSION

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 2022/2023

Ralston Public Schools Non-negotiables

- RPS will continue to cultivate a systems thinking approach to all school programs, business, and operations.
- RPS will continue to provide the needed resources that support the defined Board of Education strategic priorities.
- With a focus on equity, RPS will continue to refine and grow our academic and social emotional programs to meet the needs of all of our students.
- RPS will continue to deliver a wide array of outstanding activity programs to allow our students a well rounded school experience.
- RPS will continue to evaluate the effectiveness and efficiency of all programs and services and make adjustments as necessary.
- RPS will refine and grow our outreach programs and service expectations to include a focus on Social Emotional Learning, **Equity** and Staff Self Care.
- With a focus on equity, RPS will research and identify further opportunities and initiatives to help all of our students to be college or career ready.

Board of Education Legislative Goals

- Continued emphasis that our students and education are a priority in Nebraska as well as advocate for local control and decision making.
- Continued emphasis of State Equalization Aid (TEEOSA) and the infusion of further dollars into the aid formula.
- Review, monitor, and potentially support legislation that identifies and increases different revenue mechanisms for public schools across Nebraska.
- Oppose any efforts to create a partisan State Board of Education or Commissioner of Education.
- Oppose tax cuts that endanger any part of the State's revenue stream.
- Monitor any legislation that adjusts property valuation.
- Increase Special Education Funding.
- Continue to support and enhance Learning Community Programs that serve at-risk and diverse student populations in Ralston and within the Metro Area.
- Support legislation to increase funding for early childhood programs.
- Encourage further adjustments to the needs formula within TEEOSA specifically **Limited English Proficiency** and poverty.
- Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas and paid student internships.
- Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being. (SEL)
- Oppose any legislation that advances charter schools or voucher systems that reduce funding and opportunities for public schools.
- Support school choice through the protection of net option funding.
- Continue to be a vocal advocate in the legislature for our students, staff and the Greater Ralston Community

NASB BOARD NOTES

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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THIRTEEN BOARDS RECEIVE BOARD OF EXCELLENCE AWARD

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



AINSWORTH



DAVID CITY



GRETNA



HEARTLAND



HERSHEY



NORRIS



NORTH PLATTE



PALMER

As NASB wraps up our annual Area Membership Meetings, we would like to take a moment to highlight this year's boards who were honored for their collective volunteer time and commitment to education. This year, 13 boards received the Board of Excellence Award. Some of the criteria for this award includes having a voting delegate participate in the annual NASB Delegate Assembly; members must each attend a minimum of two learning opportunities during the year; and board members must participate in at least one local leadership team planning retreat per year. The full criteria can be found on the "Board of Excellence Criteria" page at the link above.



PAPILLION LA VISTA



RALSTON



ST. PAUL



SYRACUSE-DUNBAR-AVOCA



YORK

Ainsworth Community Schools = Frank Beel, Bryan Doke, Scott Erthum, Mark Johnson, Jessica Pozehl, Brad Wilkins, Superintendent Dale Hafer. **David City Public Schools** = Justin Krafka, Kasey Kuhlman, Don Moravec, Aaron Rerucha, Stephanie Summers, Marcus Thoendel, Superintendent Chad Denker. **Gretna Public Schools** = Greg Beach, Mark Hauptman, Rick Hollendieck, Kyle Janssen, Dawn Stock, Blake Turpen, Superintendent Travis Lightle. **Heartland Community Schools** = Gary Braun, Lacey Gloystein, Ryan Goertzen, Jennifer Hiebner, Tyler Newton, Tammy Ott, Superintendent Jeremy Klein. **Hershey Public Schools** = Tim Berntson, Jason Bode, Steve Koch, Jodi Seamann, Yvette Troyer, Amy Wolfskill, Superintendent Jane Davis. **Norris School District 160** = Rhonda Burbach, Jim Devine, Craig Gana, Gary Kubicek, Stephanie Meese, Aaron Wubbels, Superintendent Brian Maschmann. **North Platte Public Schools** = Skip Altig, Angela Blaesi, Emily Garrick, Jo Ann Lundgreen, Cynthia O'Connor, Matthew Pederson, Superintendent Todd Rhodes. **Palmer Public Schools** = Brian Friedrichsen, Daniel Hake, Heather Shotkoski, Justin Valasek, Todd Weller, Kathy Wolfe, Superintendent Joel Bohlken. **Papillion La Vista Community Schools** = Skip Bailey, Valerie Fisher, Brittany Holtmeyer, Brian Lodes, Marcus Madler, SuAnn Witt, Superintendent Andy Rikli. **Ralston Public Schools** = Carrie Hough, Katie Krause, Elizabeth Kumru, Robin Richards, Mary Roarty, Samantha Willey, Superintendent Jason Buckingham. **St. Paul Public Schools** = Curt Dubas, Jason Meinecke, Janelle Morgan, Marty Mrkvicka, Dan Scheer, Philip Thede, Superintendent Adam Patrick. **Syracuse-Dunbar-Avooca Public Schools** = Andy Burr, Barry Janssen, Justin Stark, Katie Tonkin, Brianne Wilhelm, Ed Zastera, Superintendent David Kraus. **York Public Schools** = Brien Alley, Matt Holthe, Amie Kopcho, Alison North, Pepper Papineau, Barb Skaden, Superintendent Mitch Bartholomew.

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>



New Board Member Workshop - November 1 - Kearney

NAPSF Fall Conference - November 6 - Kearney

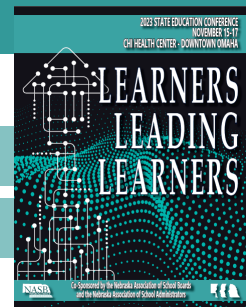
State Education Conference - November 15-17 - Omaha

Learners Leading Learners

Sparq Data Solutions Open House - November 14 - Omaha

2023 NASB Delegate Assembly - Friday, November 17 - 8:00 AM CT

View and Download the 2023 Advocacy Handout for the Delegate Assembly now at:
<https://members.nasbonline.org/government-relations/nasb-advocacy-handbook>



The 2024 Legislative Session will begin Wednesday, January 3

School Board Member Week in Nebraska - January 21-28

Legislative Issues Conference - January 21-22 - Lincoln

Board Presidents Retreat - January 28-29 - Norfolk

Board Presidents Retreat - February 4-5 - Kearney

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

WEDNESDAY, NOVEMBER 15 - PRE-CONFERENCE SESSIONS

Educator Workforce: Strategies to Attract, Develop, and Retain a High-Quality Staff

National and state educator workforce data is important to solving issues that face Nebraska. You will hear Nebraska's story through data, be introduced to the national publication "5 Shifts to Address the National Educator Shortage", and share strategies that work to alleviate workforce challenges in our schools.

Speak Out, Reach Out!

Boards are facing a sense of urgency due to the ever increasing need to engage parents and community. Boards provide a platform for parents and patrons to speak out through public comment but how does a board reach out through appropriate measures to ensure parents and patrons feel heard? Beyond the board meeting how do boards reach out and maintain a continuous dialogue with parents and community?



KEYNOTES

Better Together - Princess Sarah Culberson

Princess Sarah has an extraordinary journey that has been featured on CNN, GMA, and BBC, among numerous other media outlets. She shares the story of reuniting with her birth father in "A Princess Found: An American Family, an African Chiefdom, and the Daughter Who Connected Them All", now being adapted into a major motion picture for Disney Studios. A real-life Princess of Sierra Leone, she is a humanitarian, author, and speaker on building a culture of belonging who uses her personal story of being adopted and growing up in a bi-racial family to illustrate understanding cultural differences.

The Masterpiece In You - Richard Hight

Internationally-known artist and keynote speaker Richard Hight hails from a military family with roots deep in the red dirt of Oklahoma. Overcoming challenges faced at a young age led to valuable lessons learned about focusing on strengths and recognizing possibilities, not limitations. His artistic gift allowed him to express his ideas, and his successes built his confidence. From this his mission emerged - Vision, Focus, Grit! Richard's impressionist approach to painting equips him to successfully communicate with his audience as he wants the audience to focus on the artistic process, not the finished canvas. Some events you attend - This one, you experience!

Learning From Our New Leaders - Governor Jim Pillen & Commissioner Brian Maher

We are happy to welcome our new 2023 Nebraska leadership! Governor Jim Pillen will reflect on his first year along with vision and priorities for K-12 education moving forward. You will also have an opportunity to hear Brian Maher, Commissioner of Education, share his thoughts on education in our state and bring you up to speed on things at the Nebraska Department of Education.

WEDNESDAY, NOVEMBER 15

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

Exhibitor Reception
4:00 to 5:30 PM

THURSDAY, NOVEMBER 16

Board Member/Mentor Collaboration
7:15 to 8:15 AM

Opening Keynote Speaker
8:15 to 9:30 AM

A - Breakout Sessions
9:45 to 10:45 AM

B - Breakout Sessions
11:15 AM to 12:15 PM

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

C - Breakout Sessions
2:15 to 3:15 PM

D - Breakout Sessions
3:30 to 4:30 PM

FRIDAY, NOVEMBER 17

Classroom Showcase
8:00 to 11:30 AM

NASB Delegate Assembly
8:00 to 9:30 AM

NASA Membership Meeting
8:00 to 9:30 AM

E - Breakout Sessions
9:15 to 10:15 AM

F - Breakout Sessions
10:30 to 11:30 AM

Friday Luncheon Keynote Speaker
11:45 AM to 1:15 PM

AT THE BOARD TABLE

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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>

NOVEMBER BOARD AGENDA ITEMS

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

ACCOUNTABILITY AND STUDENT ACHIEVEMENT REVIEW - Financial Literacy – Beginning the 2023-24 school year, each district shall include financial literacy instruction [at minimum complete at least one five-credit high school course in personal finance or financial literacy prior to graduation]. On or before December 31, 2024, and on or before December 31 of each year thereafter, in order to promote and support financial literacy education, each school district shall provide an annual financial literacy status report to its school board, including, but not limited to, student progress in financial literacy courses and other district determined measures of financial literacy progress from the previous school year. §79-3004

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

BUDGET - District Audit Report – Review

***Review the full November Agenda on page 36 of the 2023 NASB Board Meeting Guide & Annual Board Calendar.*

BOARD SELF-ASSESSMENT

Following the board's evaluation of the superintendent or ESU Administrator, consider administering a Board Self-Assessment. This provides an opportunity for board members to self-reflect and collectively consider the effectiveness of the board's governance leadership and working relationship with the superintendent or ESU Administrator. Schedule a board retreat with Marcia or Stacie to review the results and participate in discussion of goals to address the board's identified areas of growth. Please contact Katie Corfield at kcorfield@NASBonline.org or Marcia Herring at mherring@NASBonline.org or 402-817-0296 to schedule a time to administer the board self-assessment.

BOARD RETREAT

As the new year is fast approaching, it is a perfect time to schedule a board retreat to set goals, discuss the board role and responsibilities, develop board protocols, or customize the retreat to meet the board-superintendent/ESU Administrator vision or needs. Please contact Marcia Herring at mherring@NASBonline.org or 402-817-0296 to schedule for the Board's next Retreat.

UPCOMING NASB BOARD LEADERSHIP EVENTS

NASB President Retreat

January 28-29, 2023/Norfolk & February 4-5, 2023/Kearney

Join the NASB Board Leadership Team in Norfolk or Kearney for the opportunity to engage with fellow other leadership teams including the board president, aspiring presidents, and superintendents. The agenda will include a leadership activity on Sunday, social, dinner, and a full agenda on Monday addressing board meeting protocols, Open Meetings Law, policy, committee work, scenarios, goal planning, superintendent evaluation, and more. Stay tuned for more information regarding the registration details.

BIG ISSUES: WHAT CAN THE BOARD DO?

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WATCH: NASB's latest quick video, Big Issues, is now posted! A look towards big issues that will come up in the 2024 Legislative Session such as parent involvement, curriculum changes, media material, transgender students, public comment, and school safety with Marcia Herring & Colby Coash. View it now on NASB's GR page at <https://members.nasbonline.org/government-relations> or within the NASB Video Library at <https://members.nasbonline.org/news-resources/video-library>

Parent Involvement & Curriculum/Media review

Parent's Bill of Rights legislation

- Ability to review curriculum, textbooks, lessons, etc.
- Prohibition on "concepts" related to race, sex,
- Requires parent review recommendation
- Requires a "portal" for parental access to learning materials
- Separate hearing on library materials

What can the board do?

- Policy
 - Curriculum Review Cycle
- Administrative Guidelines/Protocols
 - Curriculum Selection/Adoption Protocols/Procedures

Transgender Students

Sports & Spaces Act LB 575

- Prohibits participation of biological male/female in competition designated for the opposite sex
- Prohibits access of restrooms & locker rooms of biological male/female in locker/restrooms designated for the opposite sex
- Provides cause for civil action for violation of the act and empowers the AG to defend public institutions subjected to lawsuit

What you the board do?

- Initiate discussion of this topic during regular board meetings
- Study and consider policy options

Public Comment

Require public comment opportunity at every meeting (LB 637)

The board should...

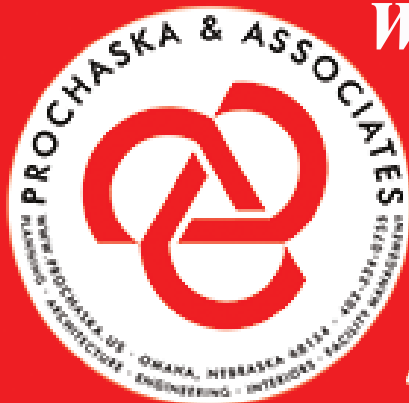
- Place Public Comment on each Regular Board Meeting Agenda as much as possible [current]
- Follow board policy consistently
- Provide a Public Comment Opening Statement
- Consider two Public Comment [1-agenda item only beginning of mtg. and 2-non agenda item end of mtg.]
- Expect the Superintendent will engage with the patrons within 24 hours to address concerns/comments



School Safety

Allow non-law enforcement school personnel to carry/access firearms on school grounds.

- Utilize your voice, educate the public
- Discussion item at board meetings to inform public
- Engage with NASB to stay up-to-date and informed



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OMAHA HOSTS 2023 WESTERN REGION MEETING

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Each September, Nebraska, along with other peer State Associations (Colorado, Kansas, New Mexico, North Dakota, Oklahoma, South Dakota, and Wyoming) come together for three days of work sessions, sharing best practices, and networking amongst peers. Typically, the attendees include Executive Directors and Board Leadership staff from each state association.

The site of the meeting rotates from state to state, meaning every eight years Nebraska gets to host the group. It is a great occasion to show all your state has to offer, and once again, every attendee left quite impressed with all things Nebraska. Friday evening, the group enjoyed a tour of the new school at Boys Town. They also visited the Boys Town Hall of History and had the chance to engage with the leadership of Boys Town. Saturday's work session included States sharing best practices on topics ranging from association operations, well managed classrooms, measuring member engagement, board development, governance, and more. All in all, there were excellent learning and networking opportunities, and Nebraska was pleased to host this event.





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

The Old Mattress
Factory Bar & Grill
501 North 13th Street
Omaha, NE 68102

RSVP to Nicole at
nkobus@nasbonline.org

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

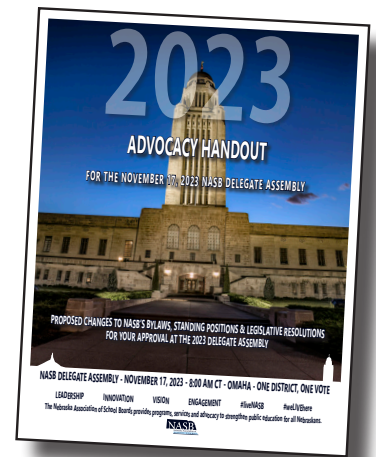
CHOOSING YOUR BOARD'S DELEGATE FOR THE 2023 DELEGATE ASSEMBLY

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. Per the NASB Bylaws, each member district and ESU board of education is allowed and encouraged to have one board member as their voting delegate. As a reminder, having a representative of your board attend Delegate Assembly is a requirement for all boards working toward either the Board of Excellence Award or the President's Board Award highlights on page 1.

All items within the Advocacy Handout will be considered by this Assembly. 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 at 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>

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.



2023 NASB MEMBER DELEGATE ASSEMBLY - FRIDAY, NOVEMBER 17 - 8:00 AM - OMAHA

WHY IS IT IMPORTANT FOR YOUR DISTRICT TO BE 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.



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Boyd Jones

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Boyd Jones is an industry leader in the construction and renovation of education facilities across the Midwest. We provide construction management and general contracting services and are proud to have partnered with more than 40 school districts. Our values-driven approach helps districts through every phase of their facilities needs. Our specialties include facility assessments, pre-bond planning, preconstruction, and construction.

www.boydjones.biz

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324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

<https://napsf.org/news-events/napsf-2023-fall-conference.html>

NAPSf 2023 Fall Conference

Monday, November 6 - 8:30 AM to 4:00 PM

Younes Conference Center South - Kearney

connect the **DOTS**



NAPSf 2023 Fall Conference

Unleash the Power of Your Public School Foundation at the NAPSf 2023 Fall Conference! The Nebraska Association of Public School Foundations (NAPSf) warmly extends an invitation to our one-day conference in Kearney. We firmly believe that public school foundations have the potential for so much more than merely managing scholarships. Join us and embark on an exciting journey through a diverse range of topics, including: Navigating Annuities & Stocks; Crafting Compelling Communication Plans to Share Your Success Stories; Elevating Fundraising Strategies; and Engaging Roundtable Discussions from topics like Crafting a Persuasive Case for Support, Strengthening Alumni Relationships, and the Art of Grant Writing. Uncover the full potential of your public school foundation and gather invaluable insights into these vital areas. For more information about this conference or to secure your spot, please visit <https://napsf.org/news-events/napsf-2023-fall-conference.html>. This is a golden opportunity to amplify your foundation's impact and effectiveness!



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... 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!

... EDUCATION LEADERSHIP SEARCH

If you have a leadership vacancy, we can prepare a proposal to outline the steps of a search process and answer questions on best practice. If you are an applicant, click the link to view openings or create a profile. <https://members.nasbonline.org/elss>

Contact Shari at sbecker@NASBonline.org

... ENERGY PURCHASING

With the record-setting heat of this summer now ended, we've been seeing natural gas prices ramp back upward going into the coming winter months. Your natural gas purchasing consortiums, NJUMP and CJUMP, have locked in prices for the majority of this winter's gas needs allowing business managers to budget their utility costs with a fair degree of certainty at competitive prices that will avoid the pain of the price spikes we saw two winters ago. If you haven't joined yet, contact NASB before next spring's sign-up period.

Contact Jim to learn more!

... FOUNDATION

The Nebraska Public Leadership Foundation (NPLF) is creating a scholarship program for high school seniors who are pursuing higher education to become a teacher in a Nebraska public school system. In thousands of classrooms across Nebraska, teachers lead our students to discover new and important facts and ideas, the steppingstones that shape their future. NPLF supports the students who want to give to the overall mission of success for every student in Nebraska. Please consider helping today's student leaders become tomorrow's education leaders by donating to the NPLF Student Scholarship Program at www.nepublicleadership.org.

... GALLUP STRENGTHS

People exceptionally talented in the Intellection theme are characterized by their intellectual activity. Descriptor words include introspective, solitary, intellectual, philosophical, reflective, thinking.

Contact Shari at sbecker@NASBonline.org

... POLICY

LB298 passed this year by the Legislature requires all school districts to begin reporting information by July 1 of each year about the testing of students for dyslexia. Nebraska Statute 79-11,157.01 now sets the guidelines for this testing and reporting, which addresses the continuing challenge of dyslexia. This problem affects 1 in 5 students and causes problems far beyond a student's difficulty with reading. As your district develops a policy and procedures relating to dyslexia, you'll find valuable resources from NDE at <https://www.education.ne.gov/ela/dyslexia-guide>

Contact Jim to learn more!

... BOARD LEADERSHIP

Check out "At the Board Table" on page 4.

Marcia, Kari, Katie, Caden & Stacie

... MEMBER ENGAGEMENT

November is almost here! We are looking forward to seeing you at the New Board Member Workshop in Kearney on November 1, and the State Education Conference, November 15-17 in Omaha.

Contact Sharon with any questions.

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... TECHNOLOGY

Welcome to our newest Negotiations Subscribers: Callaway Public Schools, Conestoga Public Schools, Crawford Public Schools, ESUCC, Maxwell Public Schools, Shickley Public Schools, Yutan Public Schools, & Southern Valley Public Schools

New Meetings Subscribers: City of Auburn, City of Chadron, City of Wahoo, & ESU 16

Sparq Open House

Please join us at the Old Mattress Factory Bar and Grill on Tuesday, November 14, from 7 PM to 11 PM.

Updated EHA Rates – Coming Soon!

Be on the lookout for the new EHA Rates to be released soon! Once updated in the Sparq Negotiations program, your district can go into the system and generate projections with the most accurate benefits data. Watch for an email to come with more information!

State Conference Breakout Session

Plan to attend our session, *Digitizing and Streamlining Your Board Meetings & Staff Negotiations* on Thursday, November 16.

Darion - dmilller@NASBonline.org

Nicole - nkobus@NASBonline.org

www.sparqdata.com

... ALICAP & INSURANCE

ALICAP's Annual Membership Meeting is scheduled for Wednesday, November 15th from 4-5pm in room 210 of the CHI Center Omaha. All ALICAP Member Superintendents and School Board Members are invited to attend. We hope to see you there!

Thanks, Megan!



Paul Grieger
Managing Director,
Public Finance
402-392-7986
pgrieger@dadco.com



Cody Wickham
Senior Vice President,
Public Finance
402-392-7989
cwickham@dadco.com



Andy Forney
Senior Vice President,
Public Finance
402-392-7988
aforney@dadco.com

Building a Better Future with Nebraska's Public Finance Partner

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

Our public finance professionals take a personal interest and a hands-on approach, carrying our deals from start to finish. Because you deserve solutions tailored to fit you.

- School Bond Issues
- Tax Anticipation / Construction Notes
- Lease-Purchase Financing
- QCPUF Bonds
- Refinancing Bond Issues



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dadavidson.com | D.A. Davidson & Co. member FINRA and SIPC

... DATA ANALYTICS

As you consider meeting with your Senator before the start of next year's Session, you might want a clearer picture of how your district fares under the new state funding formula compared to those around you or others of similar size. NASB can provide you and your patrons with an accurate summary of that information with handy graphs to illustrate the challenges your particular district faces under Nebraska's system of school funding and Nebraska's widely varying demographics.

Contact Jim to learn more!

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<https://members.nasbonline.org/board-of-directors>



Kim Burry - President
Bayard



Sandy Noffsinger - President-Elect
Dundy County Stratton



Stacy Jolley - Vice President
Millard



Brad Wilkins - Past President
Ainsworth

YOUR NASB REGION DIRECTORS

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Region 1 - Neal Kanel
HTRS



Region 2 - Sarah Centineo
Bellevue



Region 3 - Renee Vokt
Elkhorn



Region 4 - Elizabeth Kumru
Ralston



Region 5 - Shavonna Holman
Omaha



Region 6 - Ricky Smith
Omaha



Region 7 - Tracy Casady
Omaha



Region 8 - Bob Rauner
Lincoln



Region 9 - Annie Mumgaard
Lincoln



Region 10 - Ed Swotek
Malcolm



Region 11 - Jim Vlach
Lyons-Decatur Northeast



Region 12 - Lisa Wagner
Central City



Region 13 - Marilyn Bohn
ESU 10



Region 14 - Steve Koch
Hershey



Region 15 - Joel Carlson
Cozad



Region 16 - Stephanie Summers
David City



Region 17 - Michelle Reikofski
Osmond



Region 18 - Susan Ernest
Leyton



Region 19 - Amanda McGill Johnson
Millard

YOUR NASB STAFF

<https://members.nasbonline.org/about-us/nasb-staff>

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

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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)
GOLD LEVEL AFFILIATE

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

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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@prnme.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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THIRTEEN BOARDS RECEIVE BOARD OF EXCELLENCE AWARD
TRAINING, NETWORKING, ENGAGEMENT & EVENTS
THE 2023 STATE EDUCATION CONFERENCE
AT THE BOARD TABLE
OMAHA HOSTS 2023 WESTERN REGION MEETING
BIG ISSUES: WHAT CAN THE BOARD DO?
CHOOSING YOUR BOARD'S DELEGATE ...
NASB AFFILIATE SPOTLIGHT - BOYD JONES
CONNECT THE DOTS - NAPS FALL CONFERENCE
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 Enrollment Report as of 10/23/2023

BLUMFIELD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	18	0	1	19	0
KG	2.00	39	1	0	40	0
01	2.00	31	5	0	36	0
02	2.00	30	7	0	37	0
03	2.00	31	6	0	37	0
04	2.00	27	8	1	36	0
05	2.00	41	11	0	52	0
06	2.00	35	12	0	47	0
Building Total:		252	50	2	304	0

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	8	0	29	0
01	2.00	27	10	1	38	0
02	2.00	19	8	0	27	0
03	2.00	27	7	0	34	0
04	1.00	17	4	0	21	0
05	1.00	20	5	0	25	0
06	1.00	17	8	0	25	0
Building Total:		174	50	1	225	0

MEADOWS 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	38	4	0	42	0
01	2.00	37	11	0	48	0
02	2.00	31	9	0	40	0
03	2.00	30	8	0	38	0
04	2.00	24	9	2	35	0
05	2.00	24	9	0	33	0
06	2.00	24	14	1	39	0
Building Total:		244	64	3	311	0

MOCKINGBIRD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	20	0	1	21	0
KG	3.00	52	9	0	61	0
01	3.00	48	6	1	55	0
02	3.00	62	10	0	72	0
03	3.00	44	12	0	56	0
04	2.00	40	7	0	47	1
05	3.00	47	18	0	65	0
06	2.00	45	8	1	54	0
Building Total:		358	70	3	431	1

Ralston Enrollment Report as of 10/23/2023

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	1	38	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	1	40	0
05	1.50	31	4	6	41	0
06	1.50	33	5	1	39	0
Building Total:		245	37	13	295	0

WILDEWOOD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	35	0	0	35	0
KG	2.00	28	8	0	36	0
01	2.00	33	12	0	45	0
02	2.00	28	11	0	39	0
03	2.00	24	11	0	35	0
04	2.00	28	10	0	38	0
05	2.00	23	11	0	34	0
06	2.00	26	12	0	38	0
Building Total:		225	75	0	300	0

RALSTON MIDDLE SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
07		178	64	1	243	0
08		166	70	5	241	2
Building Total:		344	134	6	484	2

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
09		180	74	0	254	2
10		180	73	0	253	0
11		170	91	0	261	0

Ralston Enrollment Report as of 10/23/2023

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
12		185	100	0	285	1
Building Total:		715	338	0	1053	3
<hr/>						
District Total:		2557	818	28	3403	6
KG:		213	32	1	246	0
01:		206	49	3	258	0
02:		197	51	1	249	0
03:		194	52	2	248	0
04:		168	45	4	217	1
05:		186	58	6	250	0
06:		180	59	3	242	0
07:		178	64	1	243	0
08:		166	70	5	241	2
09:		180	74	0	254	2
10:		180	73	0	253	0
11:		170	91	0	261	0
12:		185	100	0	285	1



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

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



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:			



<p>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.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>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.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>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.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative (required for basic and unsatisfactory ratings):			
<p>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.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
Narrative:			
<p>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.</p>			
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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1.800.422.4572

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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

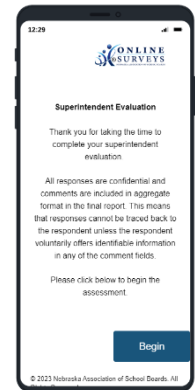
Superintendent evaluation must be filed with NDE and certified before it is utilized by the board according to 007.06 Certificated-Employee Evaluation and the full contents of the section of Rule 10.

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.						
	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 • 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?	
	<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"> • 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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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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3

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 . . .

Indicator	Avg.	
a. Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.	5.3	a.
b. Assumes the key leadership role and responsibility for growth and improved student learning.	5.0	b.
c. Seeks input from the board when appropriate.	5.5	c.
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.	4.8	d.
e. Effectively utilizes data to guide and monitor progress of district goals.	5.2	e.
f. Implements and monitors progress of the district/strategic plan.	4.7	f.
g. Identifies and proactively addresses potential barriers to ensure the success of the school district.	5.2	g.

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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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?

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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.

RPS Attendance Plan

Troubling Attendance Statistics

- 90% youth in detention are truant
- 80% of dropouts were chronically truant in the last year
- 80% dropouts are arrested within 5 years
- 3% adults in corrections are proficient in reading
- Most common survey answer to how/why I dropped out: “Nobody noticed I was gone. Nobody seemed to care”
- Key factors limiting the odds of graduation
 - 80% or less attendance in 6th grade
 - Failing math in 6th grade
 - Failing English in 6th grade
 - OSS in 6th grade

MOEC Superintendent's Plan

- Annual meeting with County Attorneys
- MOEC workgroup
 - Monthly agenda item - issues/strategies
 - Semi annual LCC districts (data, initiatives, strategies, partnerships)
 - 1+ meetings with county attorneys, diversion, courts
 - 1+ meetings with community agencies
 - Attendance initiative program
- MTSS
 - Tier 1 - all students
 - Tier 2 - approaching 10% chronic absenteeism
 - Tier 3 - >10% chronic absenteeism who have not responded to intervention

How to reduce Chronic Absenteeism

- Engagement
- Attachment
- Focus on motivations
- Enticing the “bulky middle” (Tier 2 population)
- Relationship w/ students and their families
- Creativity
- Community Resources/Problem Solving
- Single most important factor in combating truancy = “Student/Family Attitude”

MTSS Approach to Attendance

- Tier 3 (20+ days) Student meetings w/ counselors, collaborative parent attendance plan meetings addressing statutory requirements toward referral to County Attorney.
- Tier 2: (10-19 days) Targeted daily personal phone calls; periodic teacher/counselor calls in communication log (SIMS); 10 day and 15 day letters; identify, document, address barriers as discovered/disclosed; attendance team monitoring and documentation in counseling maintenance; student/parent meetings; referral to resources; targeted incentive programs (recognition) for improvement (<10%) and targeted consequences.
- Tier 1: (all students) Daily attendance blackboard calls; advisement 5 day calls; attendance referenced in course syllabi; accurate attendance records in each class/block; school-wide incentives; district wide communication (i.e. superintendent messaging); Attendance Awareness Month (September/October); social media posts and recognitions; homeroom competitions; leader boards; traveling trophy; engagement activities (music in passing period, etc.)

Current Incentive Activities

- KW
 - Weekly-Recognition for outstanding attendance in the newsletter, Snack Shop Coupons
 - Monthly award- Principal for a Day, Classroom incentives
 - Quarterly-Bingo, popcorn
 - Semester-Field Trip
- SY
 - HOT (Here on Time) Incentives
 - Monthly perfect attendance
 - Treats for daily class-wide perfect attendance
 - Student attendance videos
 - 4H visits and RHS mentoring for passion projects

Current Incentive Activities

- MB
 - Monthly attendance certificates
 - Extra recess/privileges
- ME
 - Staff welcome students each morning, principal and counselor presented to each class on the importance of attendance at the start of the school year
 - Dance parties for every class with 100% attendance and no tardies
 - Whole class parties for the classes with the best cumulative attendance on a monthly basis
 - Gift card drawings for monthly perfect attendance
 - Meadows job for students with 4 or less absences for the year
 - Mentor partnerships for students with 10 or more absences

Current Incentive Activities

- BL
 - Monthly attendance assemblies, recognize classes with the best attendance
 - Parents required to sign in students if they are more than 10 minutes late, sparks spontaneous conversations about how the school can help in getting students there on time.
 - Blumfield attendance matters sheet to guide phone conversations
- WW
 - Classroom Celebrations
 - Quarterly drawings for students at 95% or better attendance
 - Staff attendance mentors for students at 10+ days of absences
 - Attendance is the focus of Spirit Week, starting Nov. 27

RMS

- MOEC attendance cohort participant 2023
 - Random monthly incentives for Nov/Dec
 - Team leaders are developing incentives to be implemented 2nd semester
 - RMS and their PTO are working on a model for funding attendance incentives

RHS

- RHS
 - Tier 1
 - Attendance tracking and Incentives/Celebrations
 - Donut party, Never Tardy to the Party, Grade level incentives, Field day, T-shirts
 - Raising Canes, Sharing Attendance Data
 - Tier 2
 - Focus on relationship building, 9/10th grade are initial focus, individual data sharing regarding link between attendance and school performance
 - Parent meetings, C-store incentives
 - Tier 3
 - Social worker, admin, counselor, parent, student meeting
 - Change of schedule/placement/course delivery

4055

Voluntary Separation Program

The board may implement a voluntary separation program. The Voluntary Separation Program may be offered annually when the board allocates funding for the Program. The board will analyze state law and the district's financial situation to determine if the program will be offered to employees in a given year.

When the board chooses to fund the Program, the board will pass a resolution, usually in November each year, outlining the monetary allowance for funding the Voluntary Separation Program. The board may limit participation as it sees fit, for example, by setting an upper limit of district funds which will be available to potential Program participants. In the event the board chooses to fund the Program, the following elements will appear unless otherwise specified by the Board while authorizing the Program in that year:

Qualifications and Program Structure: Employees will qualify for the program by meeting the following requirements:

1. Applicants will have served the district for a minimum of 20 years.
2. Applications will be accepted from December 1 through January 15 for consideration for the program during the contract year in which it is offered.
3. Acceptance of applicants will be based on seniority after all applications are received.
4. The tiebreaker shall be the same as stated in the Reduction in Force policy.

Payment of Program Funds: Successful applicants will receive .55 of the base salary multiplied by the employee's index placement factor, including longevity multiplied by the teacher's average FTE per year of Ralston experience only. As per state law, no payments to an individual can exceed \$35,000. One payment will be made by February 1st of the following year once approved by the board.

Administrative Authorizations: The board authorizes the administration to accept applications and administer this policy. The administration will present its results for approval by the board.

Adopted on: February 28, 2018

Revised on: _____

Reviewed on: November 11, 2019

RESOLUTION

RALSTON PUBLIC SCHOOLS BOARD OF EDUCATION

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

WHEREAS, the Board of Education wishes to fund a Voluntary Separation Program for the 2023-2024 school year; and

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

NOW, THEREFORE, BE IT RESOLVED that the Voluntary Separation Program will be funded with a maximum of Two Hundred Fifty Thousand Dollars (\$250,000.00) for use during the Program enrollment period which coincides with the 2023-2024 school year.

Voluntary Termination Agreement Expenditure Exclusion Template Information

§79-1028.01

Two major categories of Voluntary Termination Agreement (VTA) Exclusions that exist for schools are identified by whether the VTAs:

- were in place **PRIOR** to September 1, 2017.
- occur September 1, 2017 and **AFTER**.

1. Incentives paid during the 2023/24 year for Voluntary Termination Agreements (VTA) in place and signed **PRIOR to 9/1/17**:

- Incentives paid for VTAs approved within time frames listed below with *certificated STAFF* who are retiring prior to September 1, 2017:
 - Prior to July 1, 2009, or
 - Occurring on or after the last day of 2010/11 and prior to the first day of the 2013/14 school year, or
 - Occurring on or after the first day of 2013/14 school year. The request must include net cost savings over a five year period.

2. Incentives paid during the 2023/24 year for Voluntary Termination Agreements for **TEACHERS** in place and signed after 9/1/17:

- Incentives paid for voluntary termination agreements with *certificated TEACHERS* beginning 9/1/17, that meet the following stipulations:
 - The value of current and future incentives will not exceed \$35,000 in total.
 - All incentives must be paid within five years of the agreement start date or until the certificated teacher is eligible for medicare -- whichever comes first.
 - The VTA **was not** part of any collective bargaining agreement.
 - The payment of incentives must result in a net savings in salary and benefit to the district over a five-year period.

Total amount to be requested as Voluntary Termination Agreements Exclusion:

\$ 245,000.00

Schedule A of the 2023/24
School District Budget Form
& will be included on Line B-

- For Voluntary Termination Agreements in place prior to 9/1/17, complete the information on the template provided on the **yellow** tab.
- For Voluntary Termination Agreements in place 9/1/17 and after, complete the information on the template provided on the **blue** tab.

Voluntary Termination Agreements in place *prior to September 1, 2017*

(Date of Request)

Nebraska Department of Education
School Finance & Organization Services
Lincoln NE

RE: 2023/24 Voluntary Termination Expenditure Exclusion

(List Name of School District and County District Number)

The school district is requesting approval from the State Board of Education for the Voluntary Termination Expenditure Exclusion. If the State Board of Education approves this request, the expenditure exclusion amount will be shown on Schedule A of the 2023/24 School District Budget Form and will be included on Line B-130 of the 2023/24 LC-2.

Our request qualifies under the following timeframe criteria:

1) Amount being paid during the 2023/24 school year for Voluntary Terminations occurring prior to July 1, 2009:

2) Amounts being paid during the 2023/24 school year for Voluntary Terminations occurring between 8/31/2011 and 8/31/2013:

3) Amounts being paid during the 2023/24 school year for agreements approved prior to the 2017/18 school year:

For agreements approved to begin with the 2023/24 year, district
3a) must show a net savings in salary and benefit costs over a five year period. Complete info below:

Total annual salary & Benefits of terminating staff:	<input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>
Total Annual Salary & Benefits of replacement staff:	<input style="width: 100%; height: 20px; border: 1px solid black;" type="text"/>
Net Savings over 5 years:	<input style="width: 100%; height: 20px; border: 1px solid black;" type="text" value="\$ -"/>

Expenditure Exclusion Request:

(Name of Superintendent)

(List Name of School District and County District Number)

Voluntary Termination Agreements in place *September 1, 2017 and after*

6/12/2023

Nebraska Department of Education
School Finance & Organization Services
Lincoln NE

RE: 2023/24 Voluntary Termination Expenditure Exclusion

Ralston Public Schools 28-0054

The school district is requesting approval from the State Board of Education for the Voluntary Termination Expenditure Exclusion. If the State Board of Education approves this request, the expenditure exclusion amount will be shown on Schedule A of the 2023/24 School District Budget Form and will be included on Line B-130 of the 2023/24 LC-2.

Voluntary Termination Agreements in place beginning September 1, 2017 for Certificated Teachers and are not part of a Voluntary Termination Agreement resulting from a Collective Bargaining Agreement.

Total amount being paid as incentives during the 2023/24 school year for these agreements: \$ 245,000

Total Annual Salary & Benefits of terminating teachers: \$ 1,007,002

Total Annual Salary & Benefits of replacement teachers: \$ 825,518

Net savings over 5 years: \$ 907,420

Expenditure Exclusion Request: \$ 245,000

This is also verification that the Voluntary Termination Agreements listed above meet all of the qualifying criteria to be utilized as an expenditure exclusions as required in §79-1028.01 & 79-8,142.

Jason Buckingham
Ralston Public Schools 28-0054

Ralston Public Schools 2023-2024 Voluntary Separation Program

A. Qualifications:

1. Eligible Employees: To be a participant, a person must be employed by the School District as of the date of acceptance of the person's application in the position of a fully certificated employee covered by the negotiated agreement between the Ralston Public Schools and the Ralston Education Association or as a certified administrator.
2. Full Time Equivalency: Eligible employees, both full-time and part-time, may participate in the Voluntary Separation Incentive Program, provided that the part-time employees' benefits under such plan shall be pro rated based on their full-time equivalency. The full-time equivalency will be determined based on the employee's actual scheduled salary as of December 1. Eligible employees, who are on a leave of absence in total as of December 1 shall not be eligible to participate in the plan.
3. Criteria for Eligibility: To be eligible for participation in this plan the employee shall have a placement as of December 1 on the salary schedule set forth in the Collective Bargaining Agreement between the Ralston Public Schools and the Ralston Education Association, or be actively employed as a certified employee. Any eligible employee will have given service in their field for 20 or more FTE years, within the Ralston Public Schools.
4. Participation Limit: Applicants will be ranked and accepted based on seniority. The Board of Education will accept applications that remain within the total annual funding allocation of **\$250,000** for the 2023-2024 Voluntary Separation Agreement. The Board of Education reserves the right to adjust the annual funding allocation.

B. Enrollment Requirements:

1. Resignation: Eligible Employee participants in the program shall resign their positions with the School District effective at the end of their current contract year in which they accept voluntary separation, and thereby relinquish the employee's actual and existing continuing contract rights, in consideration for the benefits outlined in paragraph "C" below. Resignation will be effective after Board of Education approval of the participants.
2. Notification: Any Eligible Employee who attains the minimum eligibility requirements shall be eligible to participate in the Voluntary Separation Program. Each qualified eligible employee who wishes to participate must complete a district provided enrollment form that will serve as their resignation letter as well as identify the plan they desire to access. No enrollment forms will be accepted after **January 12, 2024**.
3. Restrictions: An employee who has received written notice of possible termination

for reasons other than reduction in force, or who has received written notice of possible cancellation shall not be eligible and may not participate in the program. Any employee who chooses to participate in the Voluntary Separation Program must complete their current contract and remain in good standing with the Ralston Public Schools.

4. Opportunity for Rehire: Any employee who applies for and is approved for participation in the Voluntary Separation Program will agree to not apply for any positions, other than substitute teacher, and will not be eligible for re-hire with the Ralston Public Schools for five (5) years following approval by the Board of Education.

C. Benefits:

An Eligible Employee may request to receive the Voluntary Separation Plan stipend to include a benefit equal to fifty-five percent (55%) of the actual scheduled salary including long service increment earned by the employee during the 2023/2024 school year, **not to exceed \$35,000**. The total benefit, will be payable in one payment by February 1, 2025.

1. Payment of Funds: The Ralston School District will deposit all voluntary separation payments into a qualified 403(b) account in the employee's name.
2. Source of Funds: The Ralston School District shall pay the entire cost of the plan.
3. Administration: The plan shall be administered by the Board of Education by and through the administration of the school district.
4. Beneficiary Designation: In order for the application to be considered complete, a beneficiary must be designated. Upon the death of the participant employee before all benefits are paid, the beneficiary shall receive benefits pursuant to the terms of this Voluntary Separation Program.

**Ralston Public Schools
Voluntary Separation Program
Enrollment Form: 2023 / 2024 School Year**

Employee Name: _____

School Assigned: _____

Position on Salary Schedule: _____ **Total Current Salary:** _____

Years of Service at RPS: _____ **Total Years of Service:** _____

An Eligible Employee may request to receive the Voluntary Separation Plan stipend as outlined in the board policy to include a benefit equal to fifty-five percent (55%) of the actual scheduled salary including long service increment earned by the employee during the 2023/ 2024 school year, not to exceed \$35,000 as per statute 79-8,142. The total benefit will be payable in one payment by February 1, 2025.

Beneficiary Designation:

In the event of the Employee's death after the effective date of resignation, any sum of money otherwise due to the Employee under the terms of this Agreement will be paid to the following designated beneficiary pursuant to the provisions of this Agreement.

Beneficiary: _____

Address: _____

Social Security Number: _____

Employee's Voluntary Act:

The employee acknowledges that they have had forty five (45) or more days to consider the ramifications of participation in the program; that their participation in the program is voluntary; and that they were not coerced in any manner to participate in the program. The employee acknowledges having been advised in writing by this Agreement to consult an attorney regarding their participation in the program and execution of this agreement.

Waiver and Release of Claims:

In consideration of the promises and payments specified in this Agreement, the Employee releases the School District and its officers, directors, employees, agents, representatives, successors and assigns from all claims, demands and actions, past, present and future, known or unknown, arising out of and/or related to, in any way, directly or indirectly, their employment with the School District, the termination of that employment, and/or any actions or occurrences taking place up to and including the date of execution of this Agreement, including but not limited to claims or rights under Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in

Employment Act, the Civil Rights Act of 1866 and 1871, or any other Civil Rights Acts as amended, claims or rights under 42 U.S.C. § 1981, through and including 42 U.S.C. § 1988, the Americans with Disabilities Act, § 504 of the Rehabilitation Act, the Family Medical Leave Act of 1993, all claims or rights relating to discrimination on the basis of race, color, religion, sex, disability, handicap, or national origin before the federal Equal Employment Opportunity Commission, the Nebraska Equal Opportunity Commission, or the state or federal courts under any state or federal constitution, law, rule, or regulation, or claims or rights of whatever nature arising under any other state, federal, or local constitution, executive order, statute, regulation, or ordinance arising out of their employment or contractual relations with the School District or their resignation of employment. Also included are any tort, contract or other common law claims, and claims for attorney's fees, costs and expenses.

The employee understands and acknowledges that, by giving up claims against the School District, they also give up any claims that they may have against its predecessors, successors, subsidiaries, and affiliates, and any and all officers, directors, employees, and agents of the School District arising out of any actions, conduct, decisions, behavior, omissions, or events occurring up to the date hereof. The employee further covenants not to institute any proceedings against the School District or any of the above-mentioned released persons in the future with respect to any of the claims, demands, causes of action, or rights hereby released. Such waiver and release of claims does not cover rights or claims arising after the date of the execution of this contract. This Waiver and Release is given in exchange for consideration in addition to what the Employee is already entitled to receive from the School District. The **employee** acknowledges having been advised in writing to consult with an attorney before signing this Voluntary Early Retirement Incentive Program Agreement. The Employee further acknowledges having had sufficient time to decide whether or not to execute this Agreement, including the Waiver and Release of Claims.

Revocation and Cancellation of Agreement:

The Employee may cancel this Agreement by rescinding their signature at any time within seven days after acceptance by the Board of Education. In order to cancel the Agreement, the Employee must submit a written statement to the Superintendent indicating that they are exercising their right to cancel the Agreement.

Certification of Resignation:

By signing below I certify that if approved by the Board of Education, I am officially submitting the resignation of my position with the Ralston Public Schools effective at the end of my current contract. I am aware that I must complete my current contract with the Ralston Public Schools and be in good standing for this agreement to be complete. I am also aware that I will not apply for any permanent positions and will not be eligible for re-hire, other than as a substitute, with the Ralston Public Schools for five (5) years following approval of my request by the Board of Education.

Employee Signature: _____

Date Signed: _____

Date Received: _____

6005

Academic Credits and Graduation Requirements

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

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

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

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

Graduation Requirements Beginning with the Class of 2021

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

Graduation Requirements Beginning with the Class of 2026

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

All students must successfully complete 240 hours of credit in grades 9-12, and attend a minimum of seven semesters. All students must function within the guidelines of an Individual Learning Plan.

Community Service

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

Early Graduation

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

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

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

Pupil Progress-Secondary

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

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

Adopted on: January 8, 2018

Revised on:

Reviewed on: September 2021

3020 Copyright Compliance

Restrictions on Use and Permission. Copyrighted works such as print, audio, video, software, applications, and other documents or media (“works”) may be reproduced or used for educational purposes only when the use of the reproduction is a fair use in compliance with state and federal copyright law or when the written permission or license for such use has been obtained from the copyright holder. A staff member who wishes to use any non-original work must obtain the prior written permission of the building principal. Unless the district has obtained a license for use of a work for its intended educational purpose, no principal shall grant permission for a requested use of a copyrighted work unless the principal has reasonable grounds to believe that it is a fair use under applicable copyright law. Only works requested to be used in the course and scope of employment with the district will be permitted.

Distribution of Copyright Compliance Materials. The district will make information available to staff and students which describes and promotes compliance with copyright laws.

Course Materials Subject to Copyright Protection. The purpose of this provision is to provide notice to all staff, students, and parents that course materials may be subject to copyright protection. No class materials may be used or copied for use outside of the class session or sessions in which the materials are used for educational purposes unless authorized or required by law. No student or staff member may take audio or video recording of any class in which copyrighted materials are used unless authorized or required by law or an applicable educational plan provided under state and federal disability laws. Any such recordings will be kept only long as required to fulfill the purpose of the recording, such as for evaluative purposes, or the applicable retention period required by law.

Copies for Individuals with Disabilities. This policy does not restrict district staff members from reproducing or distributing copies of copyrighted works in a specialized format for use by individuals with disabilities to gain access to the work.

Removal of Unauthorized Copyrighted Works. Upon obtaining knowledge or awareness of an unauthorized use of copyrighted works, the district will take reasonable steps to remove, deny access to, and stop use of any unauthorized copyrighted work stored in the district’s paper or digital files or programs. This includes but is not limited to administrators accessing staff files and equipment for the purpose of physically removing curricular materials or directing staff members to cease using the materials immediately when there has been no license granted or fair use determination made. The superintendent or superintendent’s designee may limit or deny access to district materials and programs to students or staff members who engage in violations of this policy or copyright law. The district may require the student or staff member to obtain training on copyright protections and limitations in order to regain access to any such materials or programs.

Violations by Students and Staff. Any staff member who violates this policy will face disciplinary action up to and including the cancellation, nonrenewal, or termination of the employee’s employment. Any student who violates this policy may face disciplinary action up to

and including expulsion. Individuals who subject the school district to financial penalty for copyright violations may be required to reimburse the district for its costs for such violation.

Adopted on: July 9, 2018

Revised on:

Reviewed on: June 25, 2018

2007

Reimbursement and Miscellaneous Expenditures

1. Board members, employees, and volunteers of the school district are expected to maintain and enhance their effectiveness by being well-informed on issues affecting education. They are encouraged to attend education workshops, conferences, training programs, official functions, hearings, and meetings sponsored by the school district or state and national educational organizations which are helpful to them in performing their duties or which are in the best interests of the school district.
2. This board hereby gives prior approval for board members to attend meetings described in the preceding paragraph. Upon approval by the board president, or the superintendent or designee when the board president is unavailable, such board members may attend authorized meetings without further action or approval by the board, and shall be paid or reimbursed for registration costs, tuition costs, fees or charges, travel expenses, and costs of meals and lodging as permitted by law.
 - a. The superintendent or the superintendent's designee may authorize employees and volunteers to attend meetings described in the first paragraph and may authorize the payment of such registration costs, tuition costs, fees, charges, travel expenses, costs of meals, and/or costs of lodging as he or she deems appropriate and as permitted by law.
 - b. Expenses for attendance at any of the above activities shall be paid by the school district as allowed by law. The Board shall pay or reimburse attendees for expenses that are actually, necessarily, and reasonably incurred in attending educational seminars, conventions, and workshops; conferences; training programs; official school functions, hearings or meetings, provided that such reimbursement is permitted by law.
 - c. The board authorizes the expenditure of funds for non-alcoholic beverages for individuals attending public meetings of the board and non-alcoholic beverages and meals for individuals while performing or immediately after performing relief, assistance, or support activities in emergency situations, and for any volunteers during or immediately following their participation in any activity approved by the board.
 - d. It is in the best interest of this school district to recognize service by board members, employees, and volunteers. The board authorizes the president, superintendent or the superintendent's designee to determine when and to whom plaques, certificates of achievement, flowers or other items of value should be granted, provided that no such plaque, certificate, flowers or other item of value shall cost more than \$100.00.
 - e. Funds may be spent for one recognition dinner each year for elected and appointed officials, employees or volunteers of the school district. The maximum cost per person for such a dinner shall not exceed \$50.00.

Adopted on: July 9, 2018

Revised on:

Reviewed on: June 25, 2018

3022

Volunteers

Volunteers provide valuable assistance to school district staff and enrich the education program. Community members are encouraged to volunteer their services to the district under the conditions set forth below.

1. Volunteers must provide the district with directory information including their name, address, and telephone number.
2. Upon request by the district, volunteers must promptly execute a Volunteer Services Agreement.
3. The district may, but is not required to, conduct a criminal background check on any volunteer. A potential volunteer who refuses to undergo a background check will not be permitted to volunteer for the district.
4. Volunteers shall not perform the duties of a teacher as that term is defined in Nebraska statutes or regulations.
5. Volunteers do not have any property right in or to a volunteer assignment. The school district may deny or terminate a volunteer assignment for any reason that is not unconstitutional or unlawful. The superintendent's decision shall be final.

Adopted on: July 9, 2018

Revised on:

Reviewed on: June 25, 2018

Record Management and Retention

The school district will comply with all federal record retention requirements, the Nebraska Records Management Act, and with Schedules 10 and 24 of the Nebraska Secretary of State's Records Management Division. These requirements apply to both physical and digital records. When permitted by Schedule 10 and Schedule 24 of the Nebraska Secretary of State's Office, records will be transferred to durable electronic media for long-term storage.

Special Rules Related to Electronic Forms of Communication. Electronically stored information such as e-mail, instant messaging, and other electronic communication are important to the district's overall operation. E-mail and other forms of electronic communication which is subject to retention under the Nebraska Records Management Act may be moved to a storage method other than their original format. Each individual who creates or receives electronic communications that belong to or pertain to the operation of the district is responsible for determining whether and in what format those records must be maintained. Duplicate records may be destroyed at any time prior to the approved retention period. Staff members who are uncertain about whether a record should be retained should consult with their supervising administrator.

The district will archive all Google Apps data with metadata intact, except for instant messaging which users determine to be transitory. Only the domain administrator or other designated individual will be able to retrieve electronic communication and other electronically stored information which has been vaulted. The district will also comply with coordinated and approved Google user agreement.

School-affiliated Social Media Posts. Communication on school-affiliated social media accounts are considered short-term communications pursuant to the Records Management Act. As such, they will be retained in their original form on the vendor's system and will not be deleted by the user for at least 6 months. Individuals who are uncertain as to whether a specific social media account is "school-affiliated" should refer to the Board's policy on Staff and District Social Media Use contained elsewhere in these policies.

Special Rules Related to Security Camera Footage. Video footage from security cameras is generally considered working papers under the Records Management Act, and will be overwritten consistent with the district's audio and video recording policy. Video footage which captures an event of educational or behavioral significance and contains personally-identifiable information will be maintained by the school district pursuant to its policy on student records.

Student Records. The retention of student records is also governed by the board's policy on student records.

Records Regarding Pending or Threatened Litigation. When litigation against the district or its employees is filed or threatened, the district will take all reasonable action to preserve all documents and records that pertain to the issue. When the district is made aware of pending or threatened litigation, a litigation hold directive will be issued by the superintendent or his/her designee. The directive will be given to all persons suspected of having records that may pertain to the potential issues in the litigation.

The litigation hold directive overrides any records retention schedule that may otherwise call for the disposition or destruction of the records until the litigation hold has been lifted.

Adopted on: July 9, 2018

Revised on:

Reviewed on: June 25, 2018

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 – September, 2023

September, 2023					
RPS Revenue			RPS Expenses	District Labor	\$ 75,000.00
Cash Sales	Breakfast	\$ 10,618.90		Sodexo	\$ 157,222.87
	Lunch	\$ 35,573.65		Operating Expenses	\$ 4,393.35
	Student Ala Carte	\$ 16,012.20		Total	\$ 236,616.22
	Adult Ala Carte	\$ 117.40		Credit for Commodities Received	\$ (20,606.33)
				Total Expenses	\$ 216,009.89
Reimbursements	Breakfast	\$ 41,856.58			
	Lunch	\$ 134,363.40			
	Snacks	\$ 2,585.70			
	Total	\$ 241,127.83		RPS	\$ 25,117.94

Year to Date	23/24 Budget	23/24 Actual	Cost Per Meal	22/23 Actual
Revenue	450,137	463,395	3.49	482,267
Total Expenses	457,671	472,544	3.56	476,815
Net Return	-7534	-9149	-.07	5452

	23/24 TOTAL MEALS SERVED	23/24 MEALS PER DAY	22/23 TOTAL MEALS SERVED	22/23 MEALS PER DAY
Elementary				
Breakfast	18,774	988	17,605	927
Lunch	25,027	1317	25,722	1354
Meals Served Daily	43,801	2305		
RMS				
Breakfast	1280	67	1145	60
Lunch	6491	342	6991	368
Meals Served Daily	7771	409		
RHS				
Breakfast	3290	173	3486	183
Lunch	11,055	582	11,346	597
Meals Served Daily	14,345	755		
RPS Total				
Breakfast	23,344	1228	22,236	1170
Lunch	42,573	2241	44,059	2319
Meals Served Daily	65,917	3469		

RPS Free/Reduced
September, 2023
63.5%

September 2023 Events:

All students have been finger scanned at Mockingbird and these kids are moving right through the lunch lines. We will move on to Wildewood and Blumfield next.

Monthly staff training was held and topics were Health Reporting, Preventing Burns, and Heat Stress. Total staff training was 20 hours.

Free breakfast was offered to all students taking the ACT test at RHS.

Meadows Elementary has qualified for the Fresh Fruit and Vegetable Program for the first time ever. This program brings fresh fruit and vegetables into the classroom during the school day. This year, all six elementary schools are a part of the program, which is the most schools we have ever had.

We purchased locally grown produce in September, mostly from a farm in Springfield. He provided beautiful tomatoes, cucumbers and bell peppers for the schools.

