

Board of Education Regular
Meeting/Business
Monday, December 11, 2023 6:00 PM

Wildewood Elementary School
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. Bond Projects Update

Speaker(s): Jason Buckingham
 - 6.2. District Financial Report
Speaker(s): Mr. Jason Buckingham
 - 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. Attendance data update
Speaker(s): Jason Buckingham
7. Standards Based School Improvement
 - 7.1. Calendar approval for the 2024-2025 and 2025-2026 school years (Action)
Speaker(s): Mike Rupprecht
 - 7.2. Superintendent Evaluation (Action)
Speaker(s): Jason Buckingham
8. Policy Review
9. Pre-Adjournment Information and Activities
 - 9.1. Announcements
 - 9.2. Board of Education Supplemental Meeting Information
 - 9.3. Future Board Calendar
10. Executive Session Disclosure

- 10.1. Executive Session (Action)
11. Adjourn

2009 Public Participation at Board Meetings

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

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

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

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

Adopted on: March 25, 2019

Revised on:

Reviewed on: March 25, 2019

Ralston Board of Education Public Comment Procedures

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

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

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

Public Participation at Board Meetings Form

**Ralston Board of Education
PUBLIC COMMENTS**

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

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

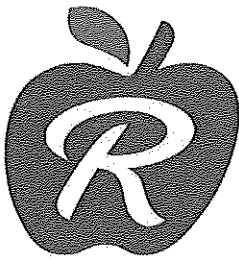
PLEASE PRINT

Name _____ Date _____

Address _____

City _____ State _____ Zip Code _____

Subject of Public Comment: _____



Ralston
PUBLIC SCHOOLS

Mr. Jason Buckingham
Superintendent

Dr. Aaron Bredenkamp
Assistant Superintendent for Business

Dr. Anne Harley
Assistant Superintendent for Teaching & Learning

December 11th, 2023

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

To Whom It May Concern:

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

Olivia Ayala-Davis

(SSN withheld)

Sincerely,

Mr. Jason Buckingham
Superintendent
Ralston Public Schools

Achievement. Character. Technology.

EFINANCE - POWERSCHOOL
 DATE: 12/08/2023
 TIME: 13:30:06

RALSTON PUBLIC SCHOOLS
 CHECK REGISTER - BY FUND

PAGE NUMBER: 1
 ACCTPA21

SELECTION CRITERIA: transact.ck_date='20231211'
 ACCOUNTING PERIOD: 4/24

FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|-------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|----------|
| 9001 | 130492 | 12/11/23 | 7687 | 360 COMMUNITY SERVI | 0116420110000 | 20569 | RPS STUDENT SERVICE | 0.00 | 230.93 |
| 9001 | 130492 | 12/11/23 | 7687 | 360 COMMUNITY SERVI | 0116320110000 | 20569 | RPS STUDENT SERVICE | 0.00 | 279.50 |
| 9001 | 130492 | 12/11/23 | 7687 | 360 COMMUNITY SERVI | 0116920110000 | 20569 | RPS STUDENT SERVICE | 0.00 | 308.15 |
| 9001 | 130492 | 12/11/23 | 7687 | 360 COMMUNITY SERVI | 0116620110000 | 20569 | RPS STUDENT SERVICE | 0.00 | 319.33 |
| 9001 | 130492 | 12/11/23 | 7687 | 360 COMMUNITY SERVI | 0116720110000 | 20569 | RPS STUDENT SERVICE | 0.00 | 442.65 |
| 9001 | 130492 | 12/11/23 | 7687 | 360 COMMUNITY SERVI | 0126020110000 | 20569 | RPS STUDENT SERVICE | 0.00 | 496.81 |
| 9001 | 130492 | 12/11/23 | 7687 | 360 COMMUNITY SERVI | 0136020120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 6,204.45 |
| 9001 | 130492 | 12/11/23 | 7687 | 360 COMMUNITY SERVI | 0136020110000 | 20569 | RPS STUDENT SERVICE | 0.00 | 1,113.44 |
| 9001 | 130492 | 12/11/23 | 7687 | 360 COMMUNITY SERVI | 0116820110000 | 20569 | RPS STUDENT SERVICE | 0.00 | 302.91 |
| TOTAL CHECK | | | | | | | | 0.00 | 9,698.17 |
| 9001 | 130493 | 12/11/23 | 43 | ACTION BATTERIES UN | 0180020271200 | 20430 | RPS TRANSPORTATION | 0.00 | 283.10 |
| 9001 | 130493 | 12/11/23 | 43 | ACTION BATTERIES UN | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 27.50 |
| TOTAL CHECK | | | | | | | | 0.00 | 310.60 |
| 9001 | 130494 | 12/11/23 | 6429 | AE SUPPLY | 0116420262000 | 20430 | RPS MAINTENANCE KW | 0.00 | 1,550.00 |
| 9001 | 130495 | 12/11/23 | 4348 | AQUA-CHEM INC | 0136020262000 | 20610 | RPS MAINTENANCE RHS | 0.00 | 1,026.35 |
| 9001 | 130496 | 12/11/23 | 7502 | ASCEND STAFFING | 0136020261000 | 20340 | RHS CUSTODIAN PERRY | 0.00 | 855.73 |
| 9001 | 130496 | 12/11/23 | 7502 | ASCEND STAFFING | 0136020261000 | 20340 | RHS CUSTODIAN PERRY | 0.00 | 855.73 |
| 9001 | 130496 | 12/11/23 | 7502 | ASCEND STAFFING | 0136020261000 | 20340 | RHS CUSTODIAN PERRY | 0.00 | 513.44 |
| TOTAL CHECK | | | | | | | | 0.00 | 2,224.90 |
| 9001 | 130497 | 12/11/23 | 224 | BADGER BODY & TRUCK | 0180020262000 | 20430 | RPS MAINTENANCE ADM | 0.00 | 228.00 |
| 9001 | 130498 | 12/11/23 | 229 | BALLARD & TIGHE PUB | 0116620115000 | 20610 | RPS STUD/SER SS2400 | 0.00 | 1,395.35 |
| 9001 | 130499 | 12/11/23 | 5319 | BARTON SOLVENT, INC | 0136020262000 | 20610 | RPS MAINTENANCE RHS | 0.00 | 2,234.41 |
| 9001 | 130500 | 12/11/23 | 6650 | BISHOP BUSINESS | 0180020253000 | 20442 | RPS KAREN WESTERN | 0.00 | 51.99 |
| 9001 | 130500 | 12/11/23 | 6650 | BISHOP BUSINESS | 0180020253000 | 20442 | RPS BLUMFIELD | 0.00 | 65.70 |
| 9001 | 130500 | 12/11/23 | 6650 | BISHOP BUSINESS | 0180020253000 | 20442 | RPS MEADOWS | 0.00 | 79.72 |
| 9001 | 130500 | 12/11/23 | 6650 | BISHOP BUSINESS | 0180020253000 | 20442 | RPS SEYMOUR | 0.00 | 79.80 |
| 9001 | 130500 | 12/11/23 | 6650 | BISHOP BUSINESS | 0180020253000 | 20442 | RPS MOCKINGBIRD | 0.00 | 96.85 |
| 9001 | 130500 | 12/11/23 | 6650 | BISHOP BUSINESS | 0180020253000 | 20442 | RPS HIGH SCHOOL | 0.00 | 540.02 |
| 9001 | 130500 | 12/11/23 | 6650 | BISHOP BUSINESS | 0180020253000 | 20442 | RPS ADMIN/CO/VMAC | 0.00 | 423.95 |
| 9001 | 130500 | 12/11/23 | 6650 | BISHOP BUSINESS | 0180020253000 | 20442 | RPS MIDDLE SCHOOL | 0.00 | 277.72 |
| 9001 | 130500 | 12/11/23 | 6650 | BISHOP BUSINESS | 0180020253000 | 20442 | RPS SUPPLY DELIVERY | 0.00 | 9.95 |
| 9001 | 130500 | 12/11/23 | 6650 | BISHOP BUSINESS | 0180020253000 | 20442 | RPS WILDEWOOD | 0.00 | 12.12 |
| TOTAL CHECK | | | | | | | | 0.00 | 1,637.82 |
| 9001 | 130501 | 12/11/23 | 2930 | BLICK ART MATERIALS | 0116420110090 | 20610 | KARENWESTERN KW2400 | 0.00 | 417.20 |
| 9001 | 130502 | 12/11/23 | 6660 | BOUND TO STAY BOUND | 0116720222000 | 20640 | MOCKINGBIRD MB24002 | 0.00 | 19.08 |
| 9001 | 130503 | 12/11/23 | 7788 | BRITTNEY CURTIS | 0180020271000 | 20332 | REIMBUR10/24-11/17/ | 0.00 | 276.90 |
| 9001 | 130504 | 12/11/23 | 7612 | BYTESPEED, LLC. | 0180020258000 | 20734 | MONITORS FOR CO STA | 0.00 | 1,134.00 |
| 9001 | 130505 | 12/11/23 | 4062 | CENGAGE LEARNING | 0136020222000 | 20640 | RALSTON HIGH HS2402 | 0.00 | 50.00 |

EFINANCE - POWERSCHOOL
 DATE: 12/08/2023
 TIME: 13:30:06

RALSTON PUBLIC SCHOOLS
 CHECK REGISTER - BY FUND

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 ACCTPA21

SELECTION CRITERIA: transact.ck_date='20231211'
 ACCOUNTING PERIOD: 4/24

FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | -----DESCRIPTION----- | SALES TAX | AMOUNT |
|-------------|----------|----------|--------|---------------------|---------------|-------|-----------------------|-----------|-----------|
| 9001 | 130506 | 12/11/23 | 2686 | CITY OF RALSTON ALA | 0116920266000 | 20610 | RPS WILDEWOOD | 0.00 | 25.00 |
| 9001 | 130506 | 12/11/23 | 2686 | CITY OF RALSTON ALA | 0116820266000 | 20610 | RPS SEYMOUR | 0.00 | 25.00 |
| 9001 | 130506 | 12/11/23 | 2686 | CITY OF RALSTON ALA | 0126020266000 | 20610 | RPS MIDDLE SCHOOL | 0.00 | 25.00 |
| 9001 | 130506 | 12/11/23 | 2686 | CITY OF RALSTON ALA | 0136020266000 | 20610 | RPS HIGH SCHOOL | 0.00 | 25.00 |
| TOTAL CHECK | | | | | | | | | 100.00 |
| 9001 | 130507 | 12/11/23 | 7766 | CITY WIDE FACILITY | 0126020261000 | 20340 | RPS MAINTENANCE RMS | 0.00 | 11,350.00 |
| 9001 | 130509 | 12/11/23 | 4037 | COX BUSINESS | 0180020258000 | 20382 | RPS DECEMBER 1, 202 | 0.00 | 11,396.50 |
| 9001 | 130509 | 12/11/23 | 4037 | COX BUSINESS | 0180020258000 | 20382 | RPS DECEMBER 1, 202 | 0.00 | 3,329.38 |
| TOTAL CHECK | | | | | | | | | 14,725.88 |
| 9001 | 130510 | 12/11/23 | 7532 | CROWN PLAZA KEARNEY | 0180020256000 | 20810 | RPS/PR NODGAARD,ASH | 0.00 | 169.95 |
| 9001 | 130511 | 12/11/23 | 1476 | D & D LASER, INC | 0116720110000 | 20610 | MOCKINGBIRD MB24002 | 0.00 | 123.95 |
| 9001 | 130512 | 12/11/23 | 7830 | DALTON BROTHERS, LL | 0180020262000 | 20352 | RPS MAINTENANCE ADM | 0.00 | 250.00 |
| 9001 | 130513 | 12/11/23 | 5784 | DANA F COLE & COMPA | 0180020251000 | 20835 | RPS 2023 FY AUDIT | 0.00 | 16,300.00 |
| 9001 | 130513 | 12/11/23 | 5784 | DANA F COLE & COMPA | 0180020251000 | 20835 | RPS 2023 FY AUDIT | 0.00 | 4,100.00 |
| TOTAL CHECK | | | | | | | | | 20,400.00 |
| 9001 | 130514 | 12/11/23 | 6972 | DAYBREAK | 0116720120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 3,583.99 |
| 9001 | 130515 | 12/11/23 | 23 | DAYMARK SOLUTIONS I | 0180020258000 | 20340 | RPS TECHNOLOGY ADMI | 0.00 | 480.00 |
| 9001 | 130516 | 12/11/23 | 34 | DEMCO, INC. | 0116820222000 | 20610 | SEYMOUR SE240018 | 0.00 | 101.42 |
| 9001 | 130516 | 12/11/23 | 34 | DEMCO, INC. | 0126020222000 | 20610 | RALSTONMIDDLEMS2400 | 0.00 | 32.93 |
| TOTAL CHECK | | | | | | | | | 134.35 |
| 9001 | 130517 | 12/11/23 | 1729 | DIETZE MUSIC | 0136020110094 | 20610 | RALSTON HIGH HS2401 | 0.00 | 60.00 |
| 9001 | 130517 | 12/11/23 | 1729 | DIETZE MUSIC | 0136020110094 | 20610 | RALSTON HIGH HS2401 | 0.00 | 119.35 |
| 9001 | 130517 | 12/11/23 | 1729 | DIETZE MUSIC | 0126020110094 | 20610 | RALSTONMIDDLEMS2400 | 0.00 | 135.00 |
| 9001 | 130517 | 12/11/23 | 1729 | DIETZE MUSIC | 0126020110094 | 20610 | RALSTONMIDDLEMS2400 | 0.00 | 25.00 |
| 9001 | 130517 | 12/11/23 | 1729 | DIETZE MUSIC | 0116820110094 | 20610 | SEYMOUR SE240019 | 0.00 | 16.00 |
| TOTAL CHECK | | | | | | | | | 355.35 |
| 9001 | 130518 | 12/11/23 | 3128 | DIGITAL DOT SYSTEMS | 0116920110000 | 20734 | RPS TECHNOLOGY WW | 0.00 | 240.00 |
| 9001 | 130518 | 12/11/23 | 3128 | DIGITAL DOT SYSTEMS | 0180020258000 | 20734 | RPS TECHNOLOGY ADMI | 0.00 | 240.00 |
| TOTAL CHECK | | | | | | | | | 480.00 |
| 9001 | 130519 | 12/11/23 | 6283 | DOLPHENS DESIGN & S | 0180020256000 | 20320 | RPS PUBLIC RELATION | 0.00 | 700.00 |
| 9001 | 130520 | 12/11/23 | 6224 | THE DAILY RECORD | 0180020232000 | 20540 | RPS ADMIN BOE LEGAL | 0.00 | 22.00 |
| 9001 | 130520 | 12/11/23 | 6224 | THE DAILY RECORD | 0180020232000 | 20540 | RPS ADMIN BOE LEGAL | 0.00 | 22.00 |
| 9001 | 130520 | 12/11/23 | 6224 | THE DAILY RECORD | 0180020232000 | 20540 | RPS ADMIN/BOE LEGAL | 0.00 | 22.00 |
| TOTAL CHECK | | | | | | | | | 66.00 |
| 9001 | 130522 | 12/11/23 | 127 | EASTERN NEBRASKA HU | 0136020120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 4,050.00 |
| 9001 | 130523 | 12/11/23 | 7291 | EQUIPMENT UNLIMITED | 0136020699000 | 20731 | RALSTON HIGH HS2401 | 0.00 | 4,300.00 |
| 9001 | 130523 | 12/11/23 | 7291 | EQUIPMENT UNLIMITED | 0136020699000 | 20731 | RALSTON HIGH HS2401 | 0.00 | 6,850.00 |

EFINANCE - POWERSCHOOL
 DATE: 12/08/2023
 TIME: 13:30:06

RALSTON PUBLIC SCHOOLS
 CHECK REGISTER - BY FUND

PAGE NUMBER: 3
 ACCTPA21

SELECTION CRITERIA: transact.ck_date='20231211'
 ACCOUNTING PERIOD: 4/24

FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCT | DESCRIPTION | SALES TAX | AMOUNT |
|-------------|----------|----------|--------|---------------------|---------------|-------|-----------------------|-----------|-----------|
| TOTAL CHECK | | | | | | | | 0.00 | 11,150.00 |
| 9001 | 130524 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0136020218100 | 20320 | RPS STUDENT SERVICE | 0.00 | 4,161.68 |
| 9001 | 130524 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0180020251000 | 20610 | RPS BUSINESS TAX FO | 0.00 | 439.16 |
| 9001 | 130524 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0126020120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 6,160.00 |
| 9001 | 130524 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0116420120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 8,030.00 |
| 9001 | 130524 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0116320120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 16,060.00 |
| 9001 | 130524 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0136020120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 32,120.00 |
| 9001 | 130524 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0180020232000 | 20810 | RPS HARLEY, ANNE | 0.00 | 15.00 |
| 9001 | 130524 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0180020221000 | 20810 | RPS ZABROWSKI-GATES | 0.00 | 15.00 |
| 9001 | 130524 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0180020257000 | 20330 | RPS ORCHARD&VALADEZ | 0.00 | 30.00 |
| 9001 | 130524 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0180020221000 | 20330 | RPSDELESKI, KELLY, &S | 0.00 | 45.00 |
| 9001 | 130524 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0126020353500 | 20610 | RPS MIDDLE SCHOOL | 0.00 | 190.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 67,265.84 |
| 9001 | 130525 | 12/11/23 | 6238 | EXPLORE LEARNING, L | 0116620110000 | 20610 | MEADOWS MW240051 | 0.00 | 1,922.08 |
| 9001 | 130526 | 12/11/23 | 4130 | EYMAN PLUMBING INC | 0136020262000 | 20352 | RPS MAINTENANCE RHS | 0.00 | 267.00 |
| 9001 | 130526 | 12/11/23 | 4130 | EYMAN PLUMBING INC | 0116920262000 | 20352 | RPS MAINTENANCE WW | 0.00 | 280.66 |
| TOTAL CHECK | | | | | | | | 0.00 | 547.66 |
| 9001 | 130527 | 12/11/23 | 275 | FAC | 0180020262000 | 20610 | RPS MAINTENANCE ADM | 0.00 | 177.75 |
| 9001 | 130528 | 12/11/23 | 3829 | FATHER FLANAGAN'S B | 0136020120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 4,750.00 |
| 9001 | 130528 | 12/11/23 | 3829 | FATHER FLANAGAN'S B | 0116720120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 4,750.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 9,500.00 |
| 9001 | 130529 | 12/11/23 | 5532 | FIREGUARD, INC | 0180020271000 | 20810 | RPS TRANSPORTATION | 0.00 | 48.70 |
| 9001 | 130530 | 12/11/23 | 4272 | FIRST STUDENT | 0180020271000 | 20340 | RPS TRANSPORTATION | 0.00 | 304.47 |
| 9001 | 130530 | 12/11/23 | 4272 | FIRST STUDENT | 0180020271000 | 20340 | RPS TRANSPORTATION | 0.00 | 327.97 |
| 9001 | 130530 | 12/11/23 | 4272 | FIRST STUDENT | 0180020271000 | 20340 | RPS TRANSPORTATION | 0.00 | 337.44 |
| 9001 | 130530 | 12/11/23 | 4272 | FIRST STUDENT | 0180020271000 | 20340 | RPS TRANSPORTATION | 0.00 | 356.38 |
| 9001 | 130530 | 12/11/23 | 4272 | FIRST STUDENT | 0180020271000 | 20340 | RPS TRANSPORTATION | 0.00 | 356.38 |
| 9001 | 130530 | 12/11/23 | 4272 | FIRST STUDENT | 0180020271000 | 20340 | RPS TRANSPORTATION | 0.00 | 361.80 |
| 9001 | 130530 | 12/11/23 | 4272 | FIRST STUDENT | 0180020271000 | 20340 | RPS TRANSPORTATION | 0.00 | 202.98 |
| 9001 | 130530 | 12/11/23 | 4272 | FIRST STUDENT | 0180020271000 | 20340 | RPS TRANSPORTATION | 0.00 | 1,398.51 |
| 9001 | 130530 | 12/11/23 | 4272 | FIRST STUDENT | 0180020271000 | 20340 | RPS TRANSPORTATION | 0.00 | 424.05 |
| 9001 | 130530 | 12/11/23 | 4272 | FIRST STUDENT | 0180020271000 | 20340 | RPS TRANSPORTATION | 0.00 | 440.96 |
| 9001 | 130530 | 12/11/23 | 4272 | FIRST STUDENT | 0180020271000 | 20340 | RPS TRANSPORTATION | 0.00 | 452.46 |
| 9001 | 130530 | 12/11/23 | 4272 | FIRST STUDENT | 0180020271000 | 20340 | RPS TRANSPORTATION | 0.00 | 508.62 |
| 9001 | 130530 | 12/11/23 | 4272 | FIRST STUDENT | 0180020271000 | 20510 | RPS TRANSPORTATION | 0.00 | 58,203.16 |
| TOTAL CHECK | | | | | | | | 0.00 | 63,675.18 |
| 9001 | 130531 | 12/11/23 | 272 | FOLLETT SCHOOL SOLU | 0126020222000 | 20640 | RALSTONMIDDLEMS2400 | 0.00 | 90.93 |
| 9001 | 130531 | 12/11/23 | 272 | FOLLETT SCHOOL SOLU | 0116820222000 | 20640 | SEYMOUR SE240011 | 0.00 | 117.55 |
| 9001 | 130531 | 12/11/23 | 272 | FOLLETT SCHOOL SOLU | 0116720222000 | 20640 | MOCKINGBIRD MB24002 | 0.00 | 374.65 |
| 9001 | 130531 | 12/11/23 | 272 | FOLLETT SCHOOL SOLU | 0116420222000 | 20640 | KARENWESTERN KW2400 | 0.00 | 315.05 |
| 9001 | 130531 | 12/11/23 | 272 | FOLLETT SCHOOL SOLU | 0116720222000 | 20640 | MOCKINGBIRD MB24002 | 0.00 | 84.25 |
| 9001 | 130531 | 12/11/23 | 272 | FOLLETT SCHOOL SOLU | 0116720222000 | 20640 | MOCKINGBIRD MB24001 | 0.00 | 37.66 |
| 9001 | 130531 | 12/11/23 | 272 | FOLLETT SCHOOL SOLU | 0116720222000 | 20640 | MOCKINGBIRD MB24002 | 0.00 | 38.38 |
| TOTAL CHECK | | | | | | | | 0.00 | 1,058.47 |

EFINANCE - POWERSCHOOL
 DATE: 12/08/2023
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RALSTON PUBLIC SCHOOLS
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FUND - 01 - GENERAL FUND

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|-------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|-----------|
| 9001 | 130532 | 12/11/23 | 3058 | GENERAL FIRE AND SA | 0116920262000 | 20352 | RPS MAINTENANCE WW | 0.00 | 166.25 |
| 9001 | 130532 | 12/11/23 | 3058 | GENERAL FIRE AND SA | 0116920262000 | 20352 | RPS MAINTENANCE WW | 0.00 | 516.50 |
| TOTAL CHECK | | | | | | | | | 682.75 |
| 9001 | 130533 | 12/11/23 | 367 | GRAYBAR | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 4.45 |
| 9001 | 130534 | 12/11/23 | 6679 | HAUFF SPORTS | 0126020110099 | 20610 | RALSTONMIDDLEMS2400 | 0.00 | 800.00 |
| 9001 | 130535 | 12/11/23 | 4752 | HEARTLAND FAMILY SE | 0116720120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 6,030.00 |
| 9001 | 130535 | 12/11/23 | 4752 | HEARTLAND FAMILY SE | 0116420120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 6,030.00 |
| TOTAL CHECK | | | | | | | | | 12,060.00 |
| 9001 | 130536 | 12/11/23 | 1474 | HEARTLAND FOUNDATIO | 0126020120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 4,180.00 |
| 9001 | 130536 | 12/11/23 | 1474 | HEARTLAND FOUNDATIO | 0116720120000 | 20569 | RPS STUDENT SERVICE | 0.00 | 4,180.00 |
| TOTAL CHECK | | | | | | | | | 8,360.00 |
| 9001 | 130537 | 12/11/23 | 6960 | THE HOME DEPOT PRO | 0116420261000 | 20610 | RPS CUSTODIAL KW | 0.00 | 23.08 |
| 9001 | 130537 | 12/11/23 | 6960 | THE HOME DEPOT PRO | 0116620261000 | 20610 | RPS CUSTODIAL MEAD | 0.00 | 86.40 |
| 9001 | 130537 | 12/11/23 | 6960 | THE HOME DEPOT PRO | 0180020261000 | 20610 | RPS CUSTODIAL ADMIN | 0.00 | 86.47 |
| 9001 | 130537 | 12/11/23 | 6960 | THE HOME DEPOT PRO | 0116820261000 | 20610 | 28 OZ. 16 IN. X 19 | 0.00 | 14.38 |
| 9001 | 130537 | 12/11/23 | 6960 | THE HOME DEPOT PRO | 0116820261000 | 20610 | RENOWN VACUUM BAG F | 0.00 | 26.88 |
| TOTAL CHECK | | | | | | | | | 237.21 |
| 9001 | 130538 | 12/11/23 | 2715 | HY-VEE GAS | 0136020120000 | 20610 | RPS HIGH SCHOOL | 0.00 | 46.74 |
| 9001 | 130538 | 12/11/23 | 2715 | HY-VEE GAS | 0116320120000 | 20610 | RPS BLUMFIELD | 0.00 | 21.26 |
| 9001 | 130538 | 12/11/23 | 2715 | HY-VEE GAS | 0136020110050 | 20610 | RPS HIGH SCHOOL | 0.00 | 7.58 |
| 9001 | 130538 | 12/11/23 | 2715 | HY-VEE GAS | 0116720110000 | 20610 | RPS MOCKINGBIRD | 0.00 | 14.20 |
| 9001 | 130538 | 12/11/23 | 2715 | HY-VEE GAS | 0180020340000 | 20610 | RPS MOCKINGBIRD | 0.00 | 108.99 |
| 9001 | 130538 | 12/11/23 | 2715 | HY-VEE GAS | 0116820120000 | 20610 | RPS STUDENT SERVICE | 0.00 | 117.06 |
| 9001 | 130538 | 12/11/23 | 2715 | HY-VEE GAS | 0180020271000 | 20626 | RPS TRANSPORTATION | 0.00 | 219.34 |
| 9001 | 130538 | 12/11/23 | 2715 | HY-VEE GAS | 0126020110060 | 20630 | RPS MIDDLE SCHOOL | 0.00 | 234.22 |
| 9001 | 130538 | 12/11/23 | 2715 | HY-VEE GAS | 0136020120000 | 20610 | RPS STUDENT SERVICE | 0.00 | 403.78 |
| 9001 | 130538 | 12/11/23 | 2715 | HY-VEE GAS | 0180020271200 | 20626 | RPS TRANSPORTATION | 0.00 | 1,596.65 |
| 9001 | 130538 | 12/11/23 | 2715 | HY-VEE GAS | 0180020262000 | 20626 | RPS MAINTENANCE | 0.00 | 1,662.81 |
| 9001 | 130538 | 12/11/23 | 2715 | HY-VEE GAS | 0180020271200 | 20626 | RPS TRANSPORTATION | 0.00 | 4,846.54 |
| 9001 | 130538 | 12/11/23 | 2715 | HY-VEE GAS | 0136020110060 | 20610 | RPS HIGH SCHOOL | 0.00 | 571.84 |
| 9001 | 130538 | 12/11/23 | 2715 | HY-VEE GAS | 0180020271000 | 20510 | RPS TRANSPORTATION | 0.00 | 684.80 |
| TOTAL CHECK | | | | | | | | | 10,535.81 |
| 9001 | 130539 | 12/11/23 | 7814 | JAN HARTLE | 0180020271200 | 20332 | REIMBURSE8/22-9/14/ | 0.00 | 530.55 |
| 9001 | 130539 | 12/11/23 | 7814 | JAN HARTLE | 0180020271200 | 20332 | REIMBURS10/9-11/17/ | 0.00 | 296.06 |
| TOTAL CHECK | | | | | | | | | 826.61 |
| 9001 | 130543 | 12/11/23 | 7519 | IDENTITY MARKETING | 0180020256000 | 20320 | RPS PUBLIC RELATION | 0.00 | 409.94 |
| 9001 | 130544 | 12/11/23 | 2286 | INFOSAFE SHREDDING | 0180020232000 | 20320 | RPS ADMIN/CO/VMAC | 0.00 | 39.00 |
| 9001 | 130545 | 12/11/23 | 1011 | J W PEPPER & SON, I | 0136020110094 | 20610 | RALSTON HIGH HS2401 | 0.00 | 82.99 |
| 9001 | 130545 | 12/11/23 | 1011 | J W PEPPER & SON, I | 0136020110094 | 20610 | RALSTON HIGH HS2401 | 0.00 | 12.00 |
| 9001 | 130545 | 12/11/23 | 1011 | J W PEPPER & SON, I | 0136020110094 | 20610 | RALSTON HIGH HS2401 | 0.00 | 20.97 |
| 9001 | 130545 | 12/11/23 | 1011 | J W PEPPER & SON, I | 0136020110094 | 20610 | RALSTON HIGH HS2401 | 0.00 | 9.00 |

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FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | DESCRIPTION | SALES TAX | AMOUNT |
|-------------|----------|----------|--------|-----------------------|---------------|-------|---------------------|-----------|-----------|
| TOTAL CHECK | | | | | | | | 0.00 | 124.96 |
| 9001 | 130546 | 12/11/23 | 575 | JUDAH CASTER COMPAN | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 108.00 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116420129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 298.20 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116920129100 | 20320 | RPS STUDENT SERVICE | 0.00 | 315.00 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116820129100 | 20320 | RPS STUDENT SERVICE | 0.00 | 366.50 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0126020120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 385.00 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116920120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 402.50 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116420129100 | 20320 | RPS STUDENT SERVICE | 0.00 | 553.50 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0136020120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 612.50 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116620120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 717.50 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116320129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 778.20 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116720129100 | 20320 | RPS STUDENT SERVICE | 0.00 | 814.75 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116620129100 | 20320 | RPS STUDENT SERVICE | 0.00 | 1,175.75 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116420120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 1,200.30 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116820120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 1,242.25 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116620129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 1,580.70 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116720120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 1,684.25 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116720129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 2,031.70 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116320129100 | 20320 | RPS STUDENT SERVICE | 0.00 | 3,608.75 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116320120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 4,626.00 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116820129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 956.70 |
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 0116920129200 | 20320 | RPS STUDENT SERVICE | 0.00 | 958.45 |
| TOTAL CHECK | | | | | | | | 0.00 | 24,308.50 |
| 9001 | 130548 | 12/11/23 | 4452 | KISSEL, KOHOUT, ES AS | 0180020231000 | 20810 | RPS LEGISLATIVE SER | 0.00 | 3,927.75 |
| 9001 | 130549 | 12/11/23 | 6717 | KNOCK OUT PRINT & D | 0136020110012 | 20610 | RALSTON HIGH HS2402 | 0.00 | 179.65 |
| 9001 | 130550 | 12/11/23 | 6278 | KOLEY JESSEN P.C., | 0180020231000 | 20810 | RPS TEACHER MATTERS | 0.00 | 126.00 |
| 9001 | 130550 | 12/11/23 | 6278 | KOLEY JESSEN P.C., | 0180020231000 | 20810 | RPS GENERAL MATTERS | 0.00 | 42.00 |
| 9001 | 130550 | 12/11/23 | 6278 | KOLEY JESSEN P.C., | 0180020231000 | 20810 | RPS STUDENT MATTERS | 0.00 | 624.00 |
| 9001 | 130550 | 12/11/23 | 6278 | KOLEY JESSEN P.C., | 0180020231000 | 20810 | RPS OPPD PILOT MATT | 0.00 | 6,632.38 |
| TOTAL CHECK | | | | | | | | 0.00 | 7,424.38 |
| 9001 | 130551 | 12/11/23 | 6193 | KSB SCHOOL LAW | 0180020120000 | 20810 | RPS STUDENT SERVICE | 0.00 | 337.50 |
| 9001 | 130552 | 12/11/23 | 6993 | LANGUAGE LINE SERVI | 0136020120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 593.61 |
| 9001 | 130552 | 12/11/23 | 6993 | LANGUAGE LINE SERVI | 0136020115000 | 20320 | RPS ELL HIGH SCHOOL | 0.00 | 33.83 |
| TOTAL CHECK | | | | | | | | 0.00 | 627.44 |
| 9001 | 130553 | 12/11/23 | 7541 | LARSEN SUPPLY COMPA | 0116920261000 | 20610 | RPS CUSTODIAL WW | 0.00 | 257.34 |
| 9001 | 130553 | 12/11/23 | 7541 | LARSEN SUPPLY COMPA | 0126020261000 | 20610 | RPS CUSTODIAL RMS | 0.00 | 25.50 |
| 9001 | 130553 | 12/11/23 | 7541 | LARSEN SUPPLY COMPA | 0116820261000 | 20610 | CLEANER CARPET EXTR | 0.00 | 14.92 |
| 9001 | 130553 | 12/11/23 | 7541 | LARSEN SUPPLY COMPA | 0116820261000 | 20610 | SOAP HAND FOAM FOAM | 0.00 | 132.19 |
| 9001 | 130553 | 12/11/23 | 7541 | LARSEN SUPPLY COMPA | 0116820261000 | 20610 | CLEANER STAINLESS S | 0.00 | 63.09 |
| 9001 | 130553 | 12/11/23 | 7541 | LARSEN SUPPLY COMPA | 0116820261000 | 20610 | SPONGE MEDIUM DUTY | 0.00 | 21.83 |
| 9001 | 130553 | 12/11/23 | 7541 | LARSEN SUPPLY COMPA | 0116820261000 | 20610 | DISINFECTANT CLEANE | 0.00 | 110.16 |
| 9001 | 130553 | 12/11/23 | 7541 | LARSEN SUPPLY COMPA | 0116820261000 | 20610 | LINER WAXED SANITAR | 0.00 | 34.30 |
| 9001 | 130553 | 12/11/23 | 7541 | LARSEN SUPPLY COMPA | 0116820261000 | 20610 | SAFETY ZONE BLACK N | 0.00 | 92.43 |
| 9001 | 130553 | 12/11/23 | 7541 | LARSEN SUPPLY COMPA | 0116820261000 | 20610 | TISSUE 2 PLY 4.5X3. | 0.00 | 318.15 |

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FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | DESCRIPTION | SALES TAX | AMOUNT |
|-------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|-----------|
| 9001 | 130553 | 12/11/23 | 7541 | LARSEN SUPPLY COMPA | 0116820261000 | 20610 | TOWEL ROLL BROWN 8" | 0.00 | 336.48 |
| 9001 | 130553 | 12/11/23 | 7541 | LARSEN SUPPLY COMPA | 0116820261000 | 20610 | LINER 24X33 8 MIC C | 0.00 | 112.06 |
| 9001 | 130553 | 12/11/23 | 7541 | LARSEN SUPPLY COMPA | 0116820261000 | 20610 | LINER 43X48 16 MIC | 0.00 | 166.44 |
| TOTAL CHECK | | | | | | | | | 1,684.89 |
| 9001 | 130554 | 12/11/23 | 6111 | LARSON SPEECH & LAN | 0116620641200 | 20320 | RPS STUDENT SERVICE | 0.00 | 626.90 |
| 9001 | 130554 | 12/11/23 | 6111 | LARSON SPEECH & LAN | 0126020641200 | 20320 | RPS STUDENT SERVICE | 0.00 | 976.14 |
| 9001 | 130554 | 12/11/23 | 6111 | LARSON SPEECH & LAN | 0116720641200 | 20320 | RPS STUDENT SERVICE | 0.00 | 869.04 |
| 9001 | 130554 | 12/11/23 | 6111 | LARSON SPEECH & LAN | 0116320641200 | 20320 | RPS STUDENT SERVICE | 0.00 | 613.16 |
| 9001 | 130554 | 12/11/23 | 6111 | LARSON SPEECH & LAN | 0116420641200 | 20320 | RPS STUDENT SERVICE | 0.00 | 453.47 |
| 9001 | 130554 | 12/11/23 | 6111 | LARSON SPEECH & LAN | 0116820641200 | 20320 | RPS STUDENT SERVICE | 0.00 | 594.68 |
| 9001 | 130554 | 12/11/23 | 6111 | LARSON SPEECH & LAN | 0116920641200 | 20320 | RPS STUDENT SERVICE | 0.00 | 605.11 |
| TOTAL CHECK | | | | | | | | | 4,738.50 |
| 9001 | 130557 | 12/11/23 | 5314 | MADISON NATIONAL LI | 01 | 9409 | RPS DECEMBER2023 PR | 0.00 | 10,861.05 |
| 9001 | 130558 | 12/11/23 | 4884 | MATHESON TRI-GAS, I | 0180020262000 | 20610 | RPS MAINTENANCE ADM | 0.00 | 125.99 |
| 9001 | 130559 | 12/11/23 | 7829 | MAXABILITY THERAPY | 0116720215100 | 20320 | RPS STUDENT SERVICE | 0.00 | 6,205.00 |
| 9001 | 130560 | 12/11/23 | 6400 | MAXIM HEALTHCARE SE | 0136020120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 481.65 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0116620262000 | 20430 | RPS MAINTENANCE MEA | 0.00 | 114.93 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0180020261000 | 20610 | RPS MAINTENANCE ADM | 0.00 | 228.05 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0126020261000 | 20610 | RPS MAINTENANCE RMS | 0.00 | 233.68 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0126020261000 | 20610 | RPS MAINTENANCE RMS | 0.00 | 233.76 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0126020261000 | 20610 | RPS MAINTENANCE RMS | 0.00 | 218.99 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0180020262000 | 20610 | RPS MAINTENANCE ADM | 0.00 | 10.57 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0116420261000 | 20610 | RPS MAINTENANCE KW | 0.00 | 16.23 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0180020262000 | 20610 | RPS MAINTENANCE ADM | 0.00 | 17.75 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0126020262000 | 20430 | RPS MAINTENANCE RMS | 0.00 | 18.94 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0116920261000 | 20610 | RPS MAINTENANCE WW | 0.00 | 42.87 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0136020261000 | 20610 | RPS MAINTENANCE RHS | 0.00 | 44.99 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0116720261000 | 20610 | RPS MAINTENANCE MOC | 0.00 | 44.99 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0116920261000 | 20610 | RPS MAINTENANCE WW | 0.00 | 44.99 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0116320262000 | 20610 | RPS MAINTENANCE BLU | 0.00 | 35.92 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0126020110080 | 20610 | RALSTONMIDDLE IT/CA | 0.00 | 54.20 |
| 9001 | 130561 | 12/11/23 | 5926 | MENARDS | 0126020261000 | 20610 | RPS MAINTENANCE RMS | 0.00 | 171.81 |
| TOTAL CHECK | | | | | | | | | 1,532.67 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0136020261000 | 20629 | RPS 8969 PARK DRIVE | 0.00 | 195.00 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0180020261000 | 20629 | RPS 8545 PARK DRIVE | 0.00 | 65.00 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0136020261000 | 20629 | RPS 8969 PARK DRIVE | 0.00 | 66.39 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0116420261000 | 20629 | RPS 6240 H STREET | 0.00 | 80.40 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0136020261000 | 20629 | RPS 8801 PARK DRIVE | 0.00 | 82.20 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0116920261000 | 20629 | RPS 8023 RALSTON AV | 0.00 | 83.60 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0180020261000 | 20621 | RPS 8545 PARK DRIVE | 0.00 | 86.60 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0136020261000 | 20629 | RPS 8901 PARK DRIVE | 0.00 | 98.20 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0136020261000 | 20621 | RPS 8969 PARK DRIVE | 0.00 | 99.20 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0180020261000 | 20629 | RPS 8545 PARK DRIVE | 0.00 | 21.65 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0136020261000 | 20629 | RPS 8969 PARK DRIVE | 0.00 | 24.80 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0116720261000 | 20629 | RPS 5100 SOUTH 93RD | 0.00 | 289.20 |

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| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | DESCRIPTION | SALES TAX | AMOUNT |
|-------------|----------|----------|--------|---------------------|---------------|-------|----------------------|-----------|-----------|
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0116420261000 | 20621 | RPS 6240 H STREET | 0.00 | 321.60 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0136020261000 | 20621 | RPS 8801 PARK DRIVE | 0.00 | 328.80 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0136020261000 | 20629 | RPS 8901 PARK DRIVE | 0.00 | 332.80 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0116920261000 | 20621 | RPS 8023 RALSTON AV | 0.00 | 334.40 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0126020261000 | 20629 | RPS 8202 LAKEVIEW S | 0.00 | 360.00 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0136020261000 | 20621 | RPS 8901 PARK DRIVE | 0.00 | 392.80 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0126020261000 | 20621 | RPS 8202 LAKEVIEW S | 0.00 | 411.20 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0116820261000 | 20621 | RPS 7900 SEYMOUR ST | 0.00 | 424.00 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0180020261000 | 20621 | RPS 8545 PARK DRIVE | 0.00 | 260.00 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0136020261000 | 20621 | RPS 8969 PARK DRIVE | 0.00 | 265.57 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0116420261000 | 20629 | RPS 6240 H STREET | 0.00 | 130.00 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0126020261000 | 20629 | RPS 8202 LAKEVIEW S | 0.00 | 102.80 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0116820261000 | 20629 | RPS 7900 SEYMOUR ST | 0.00 | 106.00 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0116420261000 | 20621 | RPS 6240 H STREET | 0.00 | 520.00 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0116620261000 | 20629 | RPS 8205 BERRY STRE | 0.00 | 522.00 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0136020261000 | 20621 | RPS 8969 PARK DRIVE | 0.00 | 780.00 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0116320261000 | 20629 | RPS 10310 MOCKINGBI | 0.00 | 861.80 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0116720261000 | 20621 | RPS 5100 SOUTH 93RD | 0.00 | 1,156.80 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0136020261000 | 20621 | RPS 8901 PARK DRIVE | 0.00 | 1,331.20 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0126020261000 | 20621 | RPS 8202 LAKEVIEW S | 0.00 | 1,440.00 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0116620261000 | 20621 | RPS 8205 BERRY STRE | 0.00 | 2,088.00 |
| 9001 | 130563 | 12/11/23 | 834 | METRO UTILITIES DIS | 0116320261000 | 20621 | RPS 10310 MOCKINGBI | 0.00 | 3,447.20 |
| TOTAL CHECK | | | | | | | | | 17,109.21 |
| 9001 | 130564 | 12/11/23 | 7629 | MICRO PLUMBING, NC. | 0116720262000 | 20352 | RPS MAINTENANCE MOC | 0.00 | 225.00 |
| 9001 | 130564 | 12/11/23 | 7629 | MICRO PLUMBING, NC. | 0116420262000 | 20352 | RPS MAINTENANCE KW | 0.00 | 225.00 |
| 9001 | 130564 | 12/11/23 | 7629 | MICRO PLUMBING, NC. | 0116820262000 | 20352 | RPS MAINTENANCE SEY | 0.00 | 150.00 |
| TOTAL CHECK | | | | | | | | | 600.00 |
| 9001 | 130565 | 12/11/23 | 6997 | MILLER MONROE FARRE | 0136020213000 | 20330 | RPS STUDENT SERVICE | 0.00 | 152.00 |
| 9001 | 130566 | 12/11/23 | 2634 | NASB | 0180020231000 | 20610 | RPS BOE LAW BOOKS | 0.00 | 160.00 |
| 9001 | 130566 | 12/11/23 | 2634 | NASB | 0180020231000 | 20320 | RPS BOE RICHARDS,RO | 0.00 | 165.00 |
| TOTAL CHECK | | | | | | | | | 325.00 |
| 9001 | 130567 | 12/11/23 | 2877 | NASPA | 0180020257000 | 20330 | RPS/HR RUPPRECHT,MI | 0.00 | 150.00 |
| 9001 | 130568 | 12/11/23 | 797 | NCSA | 0180020232000 | 20810 | RPS BUCKINGHAM, JASO | 0.00 | 120.00 |
| 9001 | 130568 | 12/11/23 | 797 | NCSA | 0180020251000 | 20330 | RPS BREDENKAMP, AARO | 0.00 | 120.00 |
| 9001 | 130568 | 12/11/23 | 797 | NCSA | 0136020110000 | 20330 | RPS ATHOW, S. HS2402 | 0.00 | 100.00 |
| TOTAL CHECK | | | | | | | | | 340.00 |
| 9001 | 130569 | 12/11/23 | 830 | NEBRASKA AIR FILTER | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 93.12 |
| 9001 | 130569 | 12/11/23 | 830 | NEBRASKA AIR FILTER | 0180020262000 | 20430 | RPS MAINTENANCE ADM | 0.00 | 129.68 |
| 9001 | 130569 | 12/11/23 | 830 | NEBRASKA AIR FILTER | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 538.56 |
| 9001 | 130569 | 12/11/23 | 830 | NEBRASKA AIR FILTER | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 453.27 |
| 9001 | 130569 | 12/11/23 | 830 | NEBRASKA AIR FILTER | 0116720262000 | 20430 | RPS MAINTENANCE MOC | 0.00 | 465.60 |
| 9001 | 130569 | 12/11/23 | 830 | NEBRASKA AIR FILTER | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 934.17 |
| 9001 | 130569 | 12/11/23 | 830 | NEBRASKA AIR FILTER | 0116820262000 | 20430 | RPS MAINTENANCE SEY | 0.00 | 202.13 |
| TOTAL CHECK | | | | | | | | | 2,816.53 |
| 9001 | 130570 | 12/11/23 | 5418 | NEBRASKA DEPT OF ED | 0136020692500 | 20330 | RPS BUNN, GONZA, ATH | 0.00 | 45.00 |

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FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | DESCRIPTION | SALES TAX | AMOUNT |
|-------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|-----------|
| 9001 | 130571 | 12/11/23 | 7465 | NEBRASKA LIONS FOUN | 0126020213000 | 20610 | RPS STUDENT SERVICE | 0.00 | 100.00 |
| 9001 | 130572 | 12/11/23 | 3821 | NEBRASKA NOTARY ASS | 0180020257000 | 20610 | RPS HR ELEDGE, MARY | 0.00 | 163.32 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0116720110000 | 20610 | MOCKINGBIRD MB24002 | 0.00 | 199.17 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0136020110010 | 20610 | RALSTON HIGH HS2401 | 0.00 | 154.48 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0136020110010 | 20610 | RALSTON HIGH HS2401 | 0.00 | 100.47 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0116720110000 | 20610 | MOCKINGBIRD MB24002 | 0.00 | 95.82 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0180020232000 | 20610 | RPS ADMIN CO240009 | 0.00 | 69.48 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0126020110000 | 20610 | RALSTONMIDDLEMS2400 | 0.00 | 71.70 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0126020110000 | 20610 | RALSTONMIDDLEMS2400 | 0.00 | 74.11 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0136020110000 | 20610 | RALSTON HIGH HS2401 | 0.00 | 78.08 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0126020222000 | 20610 | RALSTONMIDDLEMS2401 | 0.00 | 54.89 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0126020222000 | 20610 | RALSTONMIDDLEMS2401 | 0.00 | 37.83 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0116420110000 | 20610 | KARENWESTERN KW2400 | 0.00 | 50.33 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0116320110000 | 20610 | BLUMFIELD BL240018 | 0.00 | 50.81 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0116920110000 | 20610 | WILDEWOOD WW240007 | 0.00 | 52.70 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0116820110000 | 20610 | SEYMOUR SE240015 | 0.00 | 34.85 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0126020110000 | 20610 | RALSTONMIDDLEMS2400 | 0.00 | 23.28 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0116720110000 | 20610 | MOCKINGBIRD MB24002 | 0.00 | 9.28 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0180020262000 | 20733 | RPS BO/ADMIN B02400 | 0.00 | 1,075.16 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0136020110010 | 20610 | RALSTON HIGH HS2401 | 0.00 | 494.10 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0180020232000 | 20610 | RPS ADMIN CO240008 | 0.00 | 14.69 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0116820110000 | 20610 | SEYMOUR SE240015 | 0.00 | 137.21 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0180020232000 | 20610 | RPS ADMIN CO240008 | 0.00 | 111.36 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0116620110000 | 20610 | MEADOWS MW240046 | 0.00 | 118.60 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0116820110000 | 20610 | SEYMOUR SE240014 | 0.00 | 315.29 |
| 9001 | 130574 | 12/11/23 | 921 | ODP BUSINESS SOLUTI | 0116720110000 | 20610 | MOCKINGBIRD MB24002 | 0.00 | 319.33 |
| TOTAL CHECK | | | | | | | | | 3,743.02 |
| 9001 | 130575 | 12/11/23 | 7053 | O'FLAHERTY SERVICES | 0136020262000 | 20352 | RPS MAINTENANCE RHS | 0.00 | 512.64 |
| 9001 | 130576 | 12/11/23 | 7821 | OMAHA COMMUNITY PLA | 0136020110012 | 20340 | RALSTON HIGH HS2401 | 0.00 | 525.00 |
| 9001 | 130577 | 12/11/23 | 933 | OMAHA DOOR & WINDOW | 0136020262000 | 20352 | RPS MAINTENANCE RHS | 0.00 | 450.00 |
| 9001 | 130578 | 12/11/23 | 936 | OMAHA PUBLIC POWER | 0126020261000 | 20622 | RPS MIDDLE SCHOOL | 0.00 | 9,295.71 |
| 9001 | 130578 | 12/11/23 | 936 | OMAHA PUBLIC POWER | 0136020261000 | 20622 | RPS HIGH SCHOOL | 0.00 | 30,591.30 |
| 9001 | 130578 | 12/11/23 | 936 | OMAHA PUBLIC POWER | 0116420261000 | 20622 | RPS KAREN WESTERN | 0.00 | 4,008.85 |
| 9001 | 130578 | 12/11/23 | 936 | OMAHA PUBLIC POWER | 0116320261000 | 20622 | RPS BLUMFIELD | 0.00 | 4,496.34 |
| 9001 | 130578 | 12/11/23 | 936 | OMAHA PUBLIC POWER | 0116620261000 | 20622 | RPS MEADOWS | 0.00 | 4,872.58 |
| 9001 | 130578 | 12/11/23 | 936 | OMAHA PUBLIC POWER | 0116720261000 | 20622 | RPS MOCKINGBIRD | 0.00 | 5,272.03 |
| 9001 | 130578 | 12/11/23 | 936 | OMAHA PUBLIC POWER | 0116920261000 | 20622 | RPS WILDEWOOD | 0.00 | 2,768.30 |
| 9001 | 130578 | 12/11/23 | 936 | OMAHA PUBLIC POWER | 0180020261000 | 20622 | RPS ADMIN/CO/VMAC | 0.00 | 2,809.66 |
| 9001 | 130578 | 12/11/23 | 936 | OMAHA PUBLIC POWER | 0116820261000 | 20622 | RPS SEYMOUR | 0.00 | 2,894.28 |
| TOTAL CHECK | | | | | | | | | 67,009.05 |
| 9001 | 130579 | 12/11/23 | 940 | OMAHA WINNELSON | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 315.26 |
| 9001 | 130579 | 12/11/23 | 940 | OMAHA WINNELSON | 0116620262000 | 20430 | RPS MAINTENANCE MEA | 0.00 | 120.45 |
| 9001 | 130579 | 12/11/23 | 940 | OMAHA WINNELSON | 0116720262000 | 20430 | RPS MAINTENANCE MOC | 0.00 | 280.59 |
| 9001 | 130579 | 12/11/23 | 940 | OMAHA WINNELSON | 0116620262000 | 20430 | RPS MAINTENANCE MEA | 0.00 | 201.24 |

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|-------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|----------|
| TOTAL CHECK | | | | | | | | 0.00 | 917.54 |
| 9001 | 130580 | 12/11/23 | 2808 | ONE SOURCE | 0180020257000 | 20340 | RPS HUMAN RESOURCES | 0.00 | 327.00 |
| 9001 | 130581 | 12/11/23 | 1915 | O'REILLY AUTOMOTIVE | 0180020262000 | 20430 | RPS MAINTENANCE ADM | 0.00 | 129.17 |
| 9001 | 130581 | 12/11/23 | 1915 | O'REILLY AUTOMOTIVE | 0180020271000 | 20430 | RPS TRANSPORTATION | 0.00 | 11.98 |
| 9001 | 130581 | 12/11/23 | 1915 | O'REILLY AUTOMOTIVE | 0180020271000 | 20430 | RPS TRANSPORTATION | 0.00 | 14.32 |
| 9001 | 130581 | 12/11/23 | 1915 | O'REILLY AUTOMOTIVE | 0180020271000 | 20430 | RPS TRANSPORTATION | 0.00 | 14.32 |
| 9001 | 130581 | 12/11/23 | 1915 | O'REILLY AUTOMOTIVE | 0180020265000 | 20610 | RPS TRANSPORTATION | 0.00 | 19.74 |
| 9001 | 130581 | 12/11/23 | 1915 | O'REILLY AUTOMOTIVE | 0180020262000 | 20430 | RPS MAINTENANCE ADM | 0.00 | 102.04 |
| 9001 | 130581 | 12/11/23 | 1915 | O'REILLY AUTOMOTIVE | 0180020262000 | 20430 | RPS MAINTENANCE ADM | 0.00 | 197.97 |
| 9001 | 130581 | 12/11/23 | 1915 | O'REILLY AUTOMOTIVE | 0180020262000 | 20430 | RPS MAINTENANCE ADM | 0.00 | 158.73 |
| TOTAL CHECK | | | | | | | | 0.00 | 648.27 |
| 9001 | 130582 | 12/11/23 | 6145 | PITNEY BOWES, INC. | 0180020253000 | 20442 | RPS ADMIN LEASE INV | 0.00 | 865.23 |
| 9001 | 130583 | 12/11/23 | 3277 | PROQUEST, LLC | 0136020222000 | 20640 | RPS CUR/RHS CU24002 | 0.00 | 1,401.67 |
| 9001 | 130584 | 12/11/23 | 7543 | PURPLE COMMUNICATIO | 0136020120000 | 20320 | RPS STUDENT SERVICE | 0.00 | 370.00 |
| 9001 | 130588 | 12/11/23 | 7789 | ADELE REMAR | 0136020110000 | 20330 | RPS/RHS NOV14&20,20 | 0.00 | 240.00 |
| 9001 | 130589 | 12/11/23 | 973 | RALSTON AREA CHAMBE | 0180020231000 | 20810 | RPS ADMIN/BOE AWARD | 0.00 | 675.00 |
| 9001 | 130589 | 12/11/23 | 973 | RALSTON AREA CHAMBE | 0180020231000 | 20810 | RPS ADMIN/BOE AWARD | 0.00 | 75.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 750.00 |
| 9001 | 130590 | 12/11/23 | 7690 | RALSTON HILLCREST, | 0136020110000 | 20441 | RPS DECEMBER2023 RE | 0.00 | 1,300.00 |
| 9001 | 130591 | 12/11/23 | 3366 | RALSTON PUBLIC SCHO | 0180020231000 | 20610 | RPS JASON@MOCKINGBI | 0.00 | 70.00 |
| 9001 | 130591 | 12/11/23 | 3366 | RALSTON PUBLIC SCHO | 0116420110000 | 20610 | KARENWESTERN KW2400 | 0.00 | 48.00 |
| 9001 | 130591 | 12/11/23 | 3366 | RALSTON PUBLIC SCHO | 0116820110000 | 20340 | RPS OUTDOOR ED SEY | 0.00 | 5.40 |
| 9001 | 130591 | 12/11/23 | 3366 | RALSTON PUBLIC SCHO | 0116620110000 | 20340 | RPS OUTDOOR ED MEAD | 0.00 | 6.20 |
| 9001 | 130591 | 12/11/23 | 3366 | RALSTON PUBLIC SCHO | 0116320110000 | 20340 | RPS OUTDOOR ED BLUM | 0.00 | 10.10 |
| 9001 | 130591 | 12/11/23 | 3366 | RALSTON PUBLIC SCHO | 0116920110000 | 20340 | RPS OUTDOOR ED WW | 0.00 | 25.90 |
| 9001 | 130591 | 12/11/23 | 3366 | RALSTON PUBLIC SCHO | 0180020231000 | 20610 | RPS BOE ED COMMITTE | 0.00 | 27.00 |
| 9001 | 130591 | 12/11/23 | 3366 | RALSTON PUBLIC SCHO | 0116720110000 | 20340 | RPS OUTDOOR ED MOCK | 0.00 | 29.00 |
| TOTAL CHECK | | | | | | | | 0.00 | 221.60 |
| 9001 | 130592 | 12/11/23 | 3545 | ROCHESTER MIDLAND C | 0116420262000 | 20352 | RPS MAINTENANCE KW | 0.00 | 163.71 |
| 9001 | 130592 | 12/11/23 | 3545 | ROCHESTER MIDLAND C | 0116720262000 | 20352 | RPS MAINTENANCE MOC | 0.00 | 163.72 |
| 9001 | 130592 | 12/11/23 | 3545 | ROCHESTER MIDLAND C | 0116820262000 | 20352 | RPS MAINTENANCE SEY | 0.00 | 163.72 |
| 9001 | 130592 | 12/11/23 | 3545 | ROCHESTER MIDLAND C | 0126020262000 | 20352 | RPS MAINTENANCE RMS | 0.00 | 163.72 |
| 9001 | 130592 | 12/11/23 | 3545 | ROCHESTER MIDLAND C | 0136020262000 | 20352 | RPS MAINTENANCE RHS | 0.00 | 163.72 |
| TOTAL CHECK | | | | | | | | 0.00 | 818.59 |
| 9001 | 130593 | 12/11/23 | 4913 | SCHMITT MUSIC | 0136020110094 | 20610 | RALSTON HIGH | 0.00 | 37.78 |
| 9001 | 130594 | 12/11/23 | 7358 | SCHOOL SPECIALTY, L | 0116820110000 | 20610 | SEYMOUR SE240017 | 0.00 | 49.19 |
| 9001 | 130595 | 12/11/23 | 6573 | SHAPE NEBRASKA | 0116420110000 | 20330 | KW - HEIMAN, TRACY | 0.00 | 165.00 |
| 9001 | 130596 | 12/11/23 | 7067 | SHELL FLEET PLUS | 0180020271000 | 20626 | RPS TRANSPORTATION | 0.00 | 285.75 |

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| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | -----DESCRIPTION----- | SALES TAX | AMOUNT |
|-------------|----------|----------|--------|---------------------|---------------|-------|-----------------------|-----------|-----------|
| 9001 | 130597 | 12/11/23 | 1365 | SIGNIT | 0136020110000 | 20610 | RALSTON HIGH HS2402 | 0.00 | 408.00 |
| 9001 | 130597 | 12/11/23 | 1365 | SIGNIT | 0126020262000 | 20352 | RPS MAINTENANCE RMS | 0.00 | 146.00 |
| 9001 | 130597 | 12/11/23 | 1365 | SIGNIT | 0116320262000 | 20352 | RPS MAINTENANCE BLU | 0.00 | 146.00 |
| 9001 | 130597 | 12/11/23 | 1365 | SIGNIT | 0136020262000 | 20352 | RPS MAINTENANCE RHS | 0.00 | 219.00 |
| 9001 | 130597 | 12/11/23 | 1365 | SIGNIT | 0180020262000 | 20352 | RPS MAINTENANCE ADM | 0.00 | 219.00 |
| 9001 | 130597 | 12/11/23 | 1365 | SIGNIT | 0116420262000 | 20352 | RPS MAINTENANCE KW | 0.00 | 73.00 |
| 9001 | 130597 | 12/11/23 | 1365 | SIGNIT | 0116620262000 | 20352 | RPS MAINTENANCE MEA | 0.00 | 73.00 |
| 9001 | 130597 | 12/11/23 | 1365 | SIGNIT | 0116720262000 | 20352 | RPS MAINTENANCE MOC | 0.00 | 73.00 |
| 9001 | 130597 | 12/11/23 | 1365 | SIGNIT | 0116820262000 | 20352 | RPS MAINTENANCE SEY | 0.00 | 73.00 |
| 9001 | 130597 | 12/11/23 | 1365 | SIGNIT | 0116920262000 | 20352 | RPS MAINTENANCE WW | 0.00 | 73.00 |
| TOTAL CHECK | | | | | | | | | 1,503.00 |
| 9001 | 130598 | 12/11/23 | 7828 | SMART GEN SOCIETY, | 0180020696900 | 20610 | RPS CURRICULUM | 0.00 | 250.00 |
| 9001 | 130599 | 12/11/23 | 5589 | SPECTRUM PAINT | 0116920262000 | 20430 | RPS MAINTENANCE WW | 0.00 | 72.44 |
| 9001 | 130599 | 12/11/23 | 5589 | SPECTRUM PAINT | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 105.94 |
| 9001 | 130599 | 12/11/23 | 5589 | SPECTRUM PAINT | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 105.94 |
| TOTAL CHECK | | | | | | | | | 284.32 |
| 9001 | 130600 | 12/11/23 | 7816 | SPED STRATEGIES, LL | 0116320696900 | 20330 | RPS CUR/BLUM CU2400 | 0.00 | 750.00 |
| 9001 | 130600 | 12/11/23 | 7816 | SPED STRATEGIES, LL | 0116420696900 | 20330 | RPS CUR/KW CU24002 | 0.00 | 750.00 |
| 9001 | 130600 | 12/11/23 | 7816 | SPED STRATEGIES, LL | 0116620696900 | 20330 | RPS CUR/MEAD CU2400 | 0.00 | 750.00 |
| 9001 | 130600 | 12/11/23 | 7816 | SPED STRATEGIES, LL | 0116720696900 | 20330 | RPS CUR/MOCK CU2400 | 0.00 | 750.00 |
| 9001 | 130600 | 12/11/23 | 7816 | SPED STRATEGIES, LL | 0116820696900 | 20330 | RPS CUR/SEY CU24002 | 0.00 | 750.00 |
| 9001 | 130600 | 12/11/23 | 7816 | SPED STRATEGIES, LL | 0116920696900 | 20330 | RPS CUR/WW CU240023 | 0.00 | 750.00 |
| 9001 | 130600 | 12/11/23 | 7816 | SPED STRATEGIES, LL | 0126020696900 | 20330 | RPS CUR/RMS CU24002 | 0.00 | 750.00 |
| 9001 | 130600 | 12/11/23 | 7816 | SPED STRATEGIES, LL | 0136020696900 | 20330 | RPS CUR/RHS CU24002 | 0.00 | 750.00 |
| TOTAL CHECK | | | | | | | | | 6,000.00 |
| 9001 | 130601 | 12/11/23 | 6009 | STERLING COMPUTERS | 0180020258000 | 20734 | RPS TECHNOLOGY ADMI | 0.00 | 499.37 |
| 9001 | 130603 | 12/11/23 | 3617 | SUPERIOR LIGHTING I | 0136020262000 | 20352 | RPS MAINTENANCE RHS | 0.00 | 350.02 |
| 9001 | 130604 | 12/11/23 | 7790 | TRACY TONEY | 0136020110000 | 20330 | RPS/RHS NOV29&DEC6, | 0.00 | 240.00 |
| 9001 | 130605 | 12/11/23 | 2051 | TRANE | 0116720262000 | 20352 | RPS MAINTENANCE MOC | 0.00 | 875.00 |
| 9001 | 130606 | 12/11/23 | 7782 | TREASURED WORDS, LL | 0116420215100 | 20320 | RPS STUDENT SERVICE | 0.00 | 6,851.25 |
| 9001 | 130607 | 12/11/23 | 6034 | TRUCK CENTER COMPAN | 0180020271200 | 20430 | RPS TRANSPORTATION | 0.00 | 3,005.71 |
| 9001 | 130607 | 12/11/23 | 6034 | TRUCK CENTER COMPAN | 0180020271200 | 20430 | RPS TRANSPORTATION | 0.00 | 869.81 |
| 9001 | 130607 | 12/11/23 | 6034 | TRUCK CENTER COMPAN | 0180020271200 | 20430 | RPS TRANSPORTATION | 0.00 | 400.16 |
| 9001 | 130607 | 12/11/23 | 6034 | TRUCK CENTER COMPAN | 0180020271000 | 20430 | RPS TRANSPORTATION | 0.00 | 616.13 |
| 9001 | 130607 | 12/11/23 | 6034 | TRUCK CENTER COMPAN | 0180020271200 | 20430 | RPS TRANSPORTATION | 0.00 | 781.79 |
| 9001 | 130607 | 12/11/23 | 6034 | TRUCK CENTER COMPAN | 0180020271200 | 20430 | RPS TRANSPORTATION | 0.00 | 781.82 |
| 9001 | 130607 | 12/11/23 | 6034 | TRUCK CENTER COMPAN | 0180020271200 | 20430 | RPS TRANSPORTATION | 0.00 | -1,848.23 |
| 9001 | 130607 | 12/11/23 | 6034 | TRUCK CENTER COMPAN | 0180020271200 | 20430 | RPS TRANSPORTATION | 0.00 | -623.41 |
| 9001 | 130607 | 12/11/23 | 6034 | TRUCK CENTER COMPAN | 0180020271200 | 20430 | RPS TRANSPORTATION | 0.00 | -34.07 |
| TOTAL CHECK | | | | | | | | | 3,949.71 |
| 9001 | 130610 | 12/11/23 | 7781 | ANNA YUZ-MOSENKIS | 0116320129200 | 20320 | RPS/BLUM 6 HOURS | 0.00 | 162.00 |

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| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCT | DESCRIPTION | SALES TAX | AMOUNT |
|-------------|----------|----------|--------|------------------------|---------------|-------|---------------------|-----------|----------|
| 9001 | 130611 | 12/11/23 | 7804 | SASHA VAZZANO | 0126020110093 | 20610 | RALSTONMIDDLEMS2400 | 0.00 | 500.00 |
| 9001 | 130612 | 12/11/23 | 5936 | ULINE | 0116820110000 | 20610 | SEYMOUR SE240016 | 0.00 | 89.82 |
| 9001 | 130613 | 12/11/23 | 7406 | UNITE PRIVATE NETWO | 0180020258000 | 20382 | RPS TECHNOLOGY ADMI | 0.00 | 593.58 |
| 9001 | 130614 | 12/11/23 | 4832 | VERIZON WIRELESS | 0180020251000 | 20610 | RPS HOTSPOTS JOYCE | 0.00 | 680.17 |
| 9001 | 130614 | 12/11/23 | 4832 | VERIZON WIRELESS | 0180020340000 | 20610 | RPS IPADS/BEICSTOLL | 0.00 | 360.09 |
| 9001 | 130614 | 12/11/23 | 4832 | VERIZON WIRELESS | 0180020251000 | 20610 | RPS TWO PHONES | 0.00 | 80.02 |
| 9001 | 130614 | 12/11/23 | 4832 | VERIZON WIRELESS | 0180020271200 | 20530 | RPS TRANSPORTATION | 0.00 | 52.73 |
| 9001 | 130614 | 12/11/23 | 4832 | VERIZON WIRELESS | 0180020251000 | 20610 | RPS MANAGEMENTHOTSP | 0.00 | 25.33 |
| TOTAL CHECK | | | | | | | | | 1,198.34 |
| 9001 | 130615 | 12/11/23 | 6317 | VISION SERVICE PLAN 01 | | 9409 | RPS DECEMBER 2023 P | 0.00 | 3,716.39 |
| 9001 | 130616 | 12/11/23 | 1268 | VOSS LIGHTING | 0180020261000 | 20340 | RPS MAINTENANCE ADM | 0.00 | 356.40 |
| 9001 | 130616 | 12/11/23 | 1268 | VOSS LIGHTING | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 166.80 |
| TOTAL CHECK | | | | | | | | | 523.20 |
| 9001 | 130617 | 12/11/23 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS MIDDLE SCHOOL | 0.00 | 233.64 |
| 9001 | 130617 | 12/11/23 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS HIGH SCHOOL | 0.00 | 729.45 |
| 9001 | 130617 | 12/11/23 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS ADMIN/CO/VMAC | 0.00 | 552.98 |
| 9001 | 130617 | 12/11/23 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS WILDEWOOD | 0.00 | 59.78 |
| 9001 | 130617 | 12/11/23 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS BLUMFIELD | 0.00 | 59.83 |
| 9001 | 130617 | 12/11/23 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS KAREN WESTERN | 0.00 | 59.83 |
| 9001 | 130617 | 12/11/23 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS MEADOWS | 0.00 | 59.83 |
| 9001 | 130617 | 12/11/23 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS MOCKINGBIRD | 0.00 | 59.83 |
| 9001 | 130617 | 12/11/23 | 5925 | WELLS FARGO FINANCI | 0180020253000 | 20442 | RPS SEYMOUR | 0.00 | 59.83 |
| TOTAL CHECK | | | | | | | | | 1,875.00 |
| 9001 | 130618 | 12/11/23 | 6719 | WESTLAKE ACE HARDWA | 0180020262000 | 20610 | RPS MAINTENANCE ADM | 0.00 | 28.99 |
| 9001 | 130618 | 12/11/23 | 6719 | WESTLAKE ACE HARDWA | 0180020262000 | 20610 | RPS MAINTENANCE ADM | 0.00 | 5.98 |
| 9001 | 130618 | 12/11/23 | 6719 | WESTLAKE ACE HARDWA | 0136020261000 | 20610 | RPS MAINTENANCE RHS | 0.00 | 19.98 |
| TOTAL CHECK | | | | | | | | | 54.95 |
| 9001 | 130619 | 12/11/23 | 6491 | WHAT'S BUGGIN' YA | 0116320262000 | 20352 | RPS MAINTENANCE BLU | 0.00 | 40.00 |
| 9001 | 130619 | 12/11/23 | 6491 | WHAT'S BUGGIN' YA | 0116420262000 | 20352 | RPS MAINTENANCE KW | 0.00 | 40.00 |
| 9001 | 130619 | 12/11/23 | 6491 | WHAT'S BUGGIN' YA | 0116620262000 | 20352 | RPS MAINTENANCE MEA | 0.00 | 40.00 |
| 9001 | 130619 | 12/11/23 | 6491 | WHAT'S BUGGIN' YA | 0116720262000 | 20352 | RPS MAINTENANCE MOC | 0.00 | 40.00 |
| 9001 | 130619 | 12/11/23 | 6491 | WHAT'S BUGGIN' YA | 0116820262000 | 20352 | RPS MAINTENANCE SEY | 0.00 | 40.00 |
| 9001 | 130619 | 12/11/23 | 6491 | WHAT'S BUGGIN' YA | 0116920262000 | 20352 | RPS MAINTENANCE WW | 0.00 | 40.00 |
| 9001 | 130619 | 12/11/23 | 6491 | WHAT'S BUGGIN' YA | 0126020262000 | 20352 | RPS MAINTENANCE RMS | 0.00 | 50.00 |
| 9001 | 130619 | 12/11/23 | 6491 | WHAT'S BUGGIN' YA | 0136020262000 | 20352 | RPS MAINTENANCE RHS | 0.00 | 50.00 |
| 9001 | 130619 | 12/11/23 | 6491 | WHAT'S BUGGIN' YA | 0180020262000 | 20352 | RPS MAINTENANCE ADM | 0.00 | 60.00 |
| TOTAL CHECK | | | | | | | | | 400.00 |
| 9001 | 130620 | 12/11/23 | 742 | WILLIAM V MACGILL & | 0116620213000 | 20610 | RPS SS/MEAD SS24001 | 0.00 | 549.00 |
| 9001 | 130621 | 12/11/23 | 7538 | WOODRIVER ENERGY, L | 0126020261000 | 20621 | RPS MIDDLE SCHOOL | 0.00 | 1,191.67 |
| 9001 | 130621 | 12/11/23 | 7538 | WOODRIVER ENERGY, L | 0116820261000 | 20621 | RPS SEYMOUR | 0.00 | 1,355.45 |
| 9001 | 130621 | 12/11/23 | 7538 | WOODRIVER ENERGY, L | 0116920261000 | 20621 | RPS WILDEWOOD | 0.00 | 506.79 |

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FUND - 01 - GENERAL FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|-------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|----------|
| 9001 | 130621 | 12/11/23 | 7538 | WOODRIVER ENERGY, L | 0136020261000 | 20621 | RPS HIGH SCHOOL | 0.00 | 6,226.69 |
| TOTAL CHECK | | | | | | | | | 9,280.60 |
| 9001 | 130622 | 12/11/23 | 6229 | WORKFIT, INC | 0180020257000 | 20340 | RPS HUMAN RESOURCES | 0.00 | 144.00 |
| 9001 | 130622 | 12/11/23 | 6229 | WORKFIT, INC | 0180020257000 | 20340 | RPS HUMAN RESOURCES | 0.00 | 72.00 |
| TOTAL CHECK | | | | | | | | | 216.00 |
| 9001 | 130623 | 12/11/23 | 7778 | KALI D ALLEN | 0116820353500 | 20333 | REIMBUR10/24-11/21/ | 0.00 | 3.80 |
| 9001 | 130623 | 12/11/23 | 7778 | KALI D ALLEN | 0116720353500 | 20333 | REIMBUR10/24-11/21/ | 0.00 | 3.81 |
| TOTAL CHECK | | | | | | | | | 7.61 |
| 9001 | 130624 | 12/11/23 | 7799 | AARON J BREDEKAMP | 0180020251000 | 20333 | REIMBURS9/27-11/29/ | 0.00 | 425.76 |
| 9001 | 130625 | 12/11/23 | 4198 | NATHAN CAPRON | 0136020110094 | 20610 | RHS CONFERENCE REGI | 0.00 | 150.00 |
| 9001 | 130626 | 12/11/23 | 1840 | DEB HOLTMEYER | 0180020258000 | 20333 | REIMBURS9/4-12/1/20 | 0.00 | 157.44 |
| 9001 | 130627 | 12/11/23 | 7811 | EMILY KERN | 0116720110000 | 20330 | RPS MOCKINGBIRD 12/ | 0.00 | 2,000.00 |
| 9001 | 130628 | 12/11/23 | 7813 | EMMA SOPPE | 0116820110000 | 20330 | RPS SEYMOUR 12/2023 | 0.00 | 2,000.00 |
| 9001 | 130629 | 12/11/23 | 7165 | JAMES FREDERICK | 0180020256000 | 20333 | REIMBUR10/9-12/5/20 | 0.00 | 164.56 |
| 9001 | 130630 | 12/11/23 | 2672 | JASON M BUCKINGHAM | 0180020232000 | 20333 | REIMBURSED11/29/202 | 0.00 | 65.50 |
| 9001 | 130631 | 12/11/23 | 3576 | JENNIFER LUDES | 0180020258000 | 20211 | REIMBURSED 10/31/20 | 0.00 | 55.00 |
| 9001 | 130631 | 12/11/23 | 3576 | JENNIFER LUDES | 0180020258000 | 20333 | REIMBURS10/9-11/17/ | 0.00 | 85.75 |
| TOTAL CHECK | | | | | | | | | 140.75 |
| 9001 | 130632 | 12/11/23 | 5170 | JOHN G LOTERBOUR | 0116620110000 | 20211 | REIMBURSED 11/22/20 | 0.00 | 50.00 |
| 9001 | 130633 | 12/11/23 | 7809 | KOURTNEY CANIGLIA | 0136020110000 | 20330 | RPS HIGH SCHOOL12/2 | 0.00 | 2,000.00 |
| 9001 | 130636 | 12/11/23 | 5447 | MALACHI BEHRENS | 0116320241000 | 20333 | REIMBURS9/29-10/25/ | 0.00 | 163.37 |
| 9001 | 130636 | 12/11/23 | 5447 | MALACHI BEHRENS | 0116720241000 | 20333 | REIMBURS9/29-10/25/ | 0.00 | 163.37 |
| TOTAL CHECK | | | | | | | | | 326.74 |
| 9001 | 130637 | 12/11/23 | 7826 | MARCIA MARESCALCO | 0180020271000 | 20510 | RPS TRANSPORATION G | 0.00 | 27.18 |
| 9001 | 130638 | 12/11/23 | 7812 | MCKENZIE NISSEN | 0116620110000 | 20330 | RPS MEADOWS 12/2023 | 0.00 | 2,000.00 |
| 9001 | 130640 | 12/11/23 | 2039 | RYAN PIVONKA | 0136020241000 | 20333 | REIMBURSED11/18/202 | 0.00 | 74.67 |
| 9001 | 130641 | 12/11/23 | 6496 | LAURA M PROCHASKA | 0136020110000 | 20333 | REIMBUR10/16-11/17/ | 0.00 | 84.66 |
| 9001 | 130642 | 12/11/23 | 3150 | CHRISTINE REDEMSKE | 0116920353500 | 20333 | REIMBUR10/23-11/16/ | 0.00 | 57.25 |
| 9001 | 130643 | 12/11/23 | 7122 | AMBER A SCOTT | 0116420350000 | 20333 | REIMBUR10/27-11/26/ | 0.00 | 10.07 |
| 9001 | 130643 | 12/11/23 | 7122 | AMBER A SCOTT | 0116820350000 | 20333 | REIMBUR10/27-11/26/ | 0.00 | 13.09 |
| 9001 | 130643 | 12/11/23 | 7122 | AMBER A SCOTT | 0116920350000 | 20333 | REIMBUR10/27-11/26/ | 0.00 | 16.12 |
| 9001 | 130643 | 12/11/23 | 7122 | AMBER A SCOTT | 0116620350000 | 20333 | REIMBUR10/27-11/26/ | 0.00 | 19.13 |
| 9001 | 130643 | 12/11/23 | 7122 | AMBER A SCOTT | 0116720350000 | 20333 | REIMBUR10/27-11/26/ | 0.00 | 21.15 |

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|-------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|----------|
| 9001 | 130643 | 12/11/23 | 7122 | AMBER A SCOTT | 0116320350000 | 20333 | REIMBUR10/27-11/26/ | 0.00 | 21.15 |
| TOTAL CHECK | | | | | | | | | 100.71 |
| 9001 | 130645 | 12/11/23 | 1209 | STEVE E SNODGRASS | 0180020232000 | 20333 | REIMBURS6/15-11/17/ | 0.00 | 630.89 |
| 9001 | 130646 | 12/11/23 | 7602 | WENDY E STANGE | 0116420350000 | 20333 | REIMBUR10/23-11/21/ | 0.00 | 6.65 |
| 9001 | 130646 | 12/11/23 | 7602 | WENDY E STANGE | 0116620350000 | 20333 | REIMBUR10/23-11/21/ | 0.00 | 6.66 |
| 9001 | 130646 | 12/11/23 | 7602 | WENDY E STANGE | 0116320350000 | 20333 | REIMBUR10/23-11/21/ | 0.00 | 13.31 |
| TOTAL CHECK | | | | | | | | | 26.62 |
| 9001 | 130647 | 12/11/23 | 7603 | TANA STARMAN | 0136020115000 | 20333 | REIMBURSED10/12-16/ | 0.00 | 254.14 |
| 9001 | 130649 | 12/11/23 | 7810 | THEA JOBST | 0126020110000 | 20330 | RPS MIDDLESCHOOL12/ | 0.00 | 2,000.00 |
| 9001 | 130653 | 12/11/23 | 43 | ACTION BATTERIES UN | 0180020262000 | 20430 | RPS MAINTENANCE ADM | 0.00 | 125.66 |
| 9001 | 130654 | 12/11/23 | 7502 | ASCEND STAFFING | 0136020261000 | 20340 | RHS CUSTODIAN PERRY | 0.00 | 855.73 |
| 9001 | 130655 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0116320353500 | 20320 | RPS/HAL STAN,REDEM, | 0.00 | 5.00 |
| 9001 | 130655 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0116420353500 | 20320 | RPS/HAL STAN,REDEM, | 0.00 | 5.00 |
| 9001 | 130655 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0116620353500 | 20320 | RPS/HAL STAN,REDEM, | 0.00 | 5.00 |
| 9001 | 130655 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0116720353500 | 20320 | RPS/HAL STAN,REDEM, | 0.00 | 5.00 |
| 9001 | 130655 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0116820353500 | 20320 | RPS/HAL STAN,REDEM, | 0.00 | 5.00 |
| 9001 | 130655 | 12/11/23 | 5993 | ESU #3/METRO REGION | 0116920353500 | 20320 | RPS/HAL STAN,REDEM, | 0.00 | 5.00 |
| TOTAL CHECK | | | | | | | | | 30.00 |
| 9001 | 130656 | 12/11/23 | 272 | FOLLETT SCHOOL SOLU | 0116720222000 | 20640 | MOCKINGBIRD MB24003 | 0.00 | 73.63 |
| 9001 | 130657 | 12/11/23 | 5926 | MENARDS | 0126020110080 | 20610 | RALSTONMIDDLE IT/CA | 0.00 | 89.90 |
| 9001 | 130657 | 12/11/23 | 5926 | MENARDS | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 132.43 |
| 9001 | 130657 | 12/11/23 | 5926 | MENARDS | 0136020110080 | 20610 | RALSTON HIGH HS2402 | 0.00 | 225.98 |
| 9001 | 130657 | 12/11/23 | 5926 | MENARDS | 0180020262000 | 20610 | RPS MAINTENANCE ADM | 0.00 | 25.98 |
| 9001 | 130657 | 12/11/23 | 5926 | MENARDS | 0136020262000 | 20610 | RPS MAINTENANCE RHS | 0.00 | 29.98 |
| 9001 | 130657 | 12/11/23 | 5926 | MENARDS | 0136020262000 | 20430 | RPS MAINTENANCE RHS | 0.00 | 45.51 |
| 9001 | 130657 | 12/11/23 | 5926 | MENARDS | 0180020261000 | 20610 | RPS MAINTENANCE ADM | 0.00 | 65.13 |
| 9001 | 130657 | 12/11/23 | 5926 | MENARDS | 0136020110080 | 20610 | RALSTON HIGH HS2402 | 0.00 | 412.16 |
| TOTAL CHECK | | | | | | | | | 1,027.07 |
| 9001 | 130658 | 12/11/23 | 827 | METAL DOORS & HARDW | 0116620262000 | 20352 | RPS MAINTENANCE MEA | 0.00 | 345.00 |
| 9001 | 130659 | 12/11/23 | 1999 | MIDWEST BOX COMPANY | 0116720262000 | 20610 | RPS MAINTENANCE MOC | 0.00 | 266.79 |
| 9001 | 130660 | 12/11/23 | 2383 | PRAIRIE MECHANICAL | 0116320262000 | 20352 | RPS MAINTENANCE BLU | 0.00 | 910.50 |
| 9001 | 130660 | 12/11/23 | 2383 | PRAIRIE MECHANICAL | 0116420262000 | 20352 | RPS MAINTENANCE KW | 0.00 | 910.50 |
| 9001 | 130660 | 12/11/23 | 2383 | PRAIRIE MECHANICAL | 0116620262000 | 20352 | RPS MAINTENANCE MEA | 0.00 | 910.50 |
| 9001 | 130660 | 12/11/23 | 2383 | PRAIRIE MECHANICAL | 0116720262000 | 20352 | RPS MAINTENANCE MOC | 0.00 | 910.50 |
| 9001 | 130660 | 12/11/23 | 2383 | PRAIRIE MECHANICAL | 0116820262000 | 20352 | RPS MAINTENANCE SEY | 0.00 | 910.50 |
| 9001 | 130660 | 12/11/23 | 2383 | PRAIRIE MECHANICAL | 0116920262000 | 20352 | RPS MAINTENANCE WW | 0.00 | 910.50 |
| 9001 | 130660 | 12/11/23 | 2383 | PRAIRIE MECHANICAL | 0126020262000 | 20352 | RPS MAINTENANCE RMS | 0.00 | 910.50 |
| 9001 | 130660 | 12/11/23 | 2383 | PRAIRIE MECHANICAL | 0136020262000 | 20352 | RPS MAINTENANCE RHS | 0.00 | 910.50 |
| TOTAL CHECK | | | | | | | | | 7,284.00 |

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FUND - 01 - GENERAL FUND

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|--------------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|------------|
| 9001 | 130661 | 12/11/23 | 5589 | SPECTRUM PAINT | 0180020262000 | 20610 | RPS MAINTENANCE ADM | 0.00 | 5,468.00 |
| 9001 | 130662 | 12/11/23 | 2406 | WASTE MANAGEMENT OF | 0180020261000 | 20629 | RPS ADMIN/CO/VMAC | 0.00 | 761.52 |
| 9001 | 130663 | 12/11/23 | 6866 | ZTRIP (WHC NE, LLC) | 0180020271200 | 20510 | RPS TRANSPORTATION | 0.00 | 4,088.86 |
| 9001 | 130663 | 12/11/23 | 6866 | ZTRIP (WHC NE, LLC) | 0136020699000 | 20510 | RPS TRANSPORTATION | 0.00 | 197.40 |
| TOTAL CHECK | | | | | | | | 0.00 | 4,286.26 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 506,809.71 |
| TOTAL FUND | | | | | | | | 0.00 | 506,809.71 |

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FUND - 06 - FOOD SERVICE

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|----------|
| 9001 | 130508 | 12/11/23 | 7794 | CLASSEN LAND & CATT | 0616620310000 | 20340 | RPS FOOD SERVICES | 0.00 | 307.20 |
| 9001 | 130508 | 12/11/23 | 7794 | CLASSEN LAND & CATT | 0636020310000 | 20340 | RPS FOOD SERVICES | 0.00 | 1,030.40 |
| 9001 | 130508 | 12/11/23 | 7794 | CLASSEN LAND & CATT | 0626020310000 | 20340 | RPS FOOD SERVICES | 0.00 | 451.20 |
| 9001 | 130508 | 12/11/23 | 7794 | CLASSEN LAND & CATT | 0616720310000 | 20340 | RPS FOOD SERVICES | 0.00 | 348.80 |
| 9001 | 130508 | 12/11/23 | 7794 | CLASSEN LAND & CATT | 0616320310000 | 20340 | RPS FOOD SERVICES | 0.00 | 368.00 |
| 9001 | 130508 | 12/11/23 | 7794 | CLASSEN LAND & CATT | 0616920310000 | 20340 | RPS FOOD SERVICES | 0.00 | 291.20 |
| 9001 | 130508 | 12/11/23 | 7794 | CLASSEN LAND & CATT | 0616420310000 | 20340 | RPS FOOD SERVICES | 0.00 | 192.00 |
| 9001 | 130508 | 12/11/23 | 7794 | CLASSEN LAND & CATT | 0616820310000 | 20340 | RPS FOOD SERVICES | 0.00 | 211.20 |
| TOTAL CHECK | | | | | | | | 0.00 | 3,200.00 |
| 9001 | 130601 | 12/11/23 | 6009 | STERLING COMPUTERS | 0616920310000 | 20610 | FOOD SERVICE WW SER | 0.00 | 1,046.68 |
| 9001 | 130614 | 12/11/23 | 4832 | VERIZON WIRELESS | 0680020310000 | 20530 | RPS FOOD SERVICES | 0.00 | 65.80 |
| 9001 | 130644 | 12/11/23 | 6667 | PEGGY SMITH | 0636020310000 | 20610 | RHS FOOD SERVICE SU | 0.00 | 80.46 |
| 9001 | 130651 | 12/11/23 | 7800 | NATALI A VARGAS | 0616720310000 | 20610 | MOCK FOODSERVICEHDB | 0.00 | 9.95 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 4,402.89 |
| TOTAL FUND | | | | | | | | 0.00 | 4,402.89 |

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FUND - 08 - SPECIAL BUILDING

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | ----DESCRIPTION---- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|---------------------|---------------|-------|---------------------|-----------|--------------|
| 9001 | 130490 | 12/11/23 | 7766 | CITY WIDE FACILITY | 0816920470000 | 20810 | RPS WILDEWOOD | 0.00 | 4,200.00 |
| 9001 | 130491 | 12/11/23 | 7137 | DATAVIZION, LLC | 0816920470000 | 20733 | STACKING CABLES AND | 0.00 | 4,313.69 |
| 9001 | 130491 | 12/11/23 | 7137 | DATAVIZION, LLC | 0816320470000 | 20733 | AP CAGES FOR GYM - | 0.00 | 150.00 |
| 9001 | 130491 | 12/11/23 | 7137 | DATAVIZION, LLC | 0816420470000 | 20733 | AP CAGES FOR GYM - | 0.00 | 150.00 |
| 9001 | 130491 | 12/11/23 | 7137 | DATAVIZION, LLC | 0816620470000 | 20733 | AP CAGES FOR GYM - | 0.00 | 150.00 |
| 9001 | 130491 | 12/11/23 | 7137 | DATAVIZION, LLC | 0816720470000 | 20733 | AP CAGES FOR GYM - | 0.00 | 150.00 |
| 9001 | 130491 | 12/11/23 | 7137 | DATAVIZION, LLC | 0816920470000 | 20733 | AP CAGES FOR GYM - | 0.00 | 150.00 |
| TOTAL CHECK | | | | | | | | | 5,063.69 |
| 9001 | 130521 | 12/11/23 | 7628 | FACILITY ADVOCATES, | 0880020699819 | 20450 | RPS RMS&KARENWESTER | 0.00 | 211,175.00 |
| 9001 | 130540 | 12/11/23 | 7410 | KANSAS CITY AUDIO - | 0816920470000 | 20733 | RPS WILDEWOOD | 0.00 | 121,673.04 |
| 9001 | 130541 | 12/11/23 | 6193 | KSB SCHOOL LAW | 0826020430000 | 20350 | RPS MIDDLE SCHOOL | 0.00 | 9.25 |
| 9001 | 130541 | 12/11/23 | 6193 | KSB SCHOOL LAW | 0836020430000 | 20350 | RPS HIGH SCHOOL | 0.00 | 9.25 |
| 9001 | 130541 | 12/11/23 | 6193 | KSB SCHOOL LAW | 0816820430000 | 20350 | RPS SEYMOUR | 0.00 | 9.00 |
| TOTAL CHECK | | | | | | | | | 27.50 |
| 9001 | 130542 | 12/11/23 | 4768 | LAMP RYNEARSON & AS | 0836020430000 | 20350 | RPS HIGH SCHOOL | 0.00 | 10,250.00 |
| 9001 | 130555 | 12/11/23 | 827 | METAL DOORS & HARDW | 0816420470000 | 20733 | RPS KAREN WESTERN | 0.00 | 19,262.52 |
| 9001 | 130556 | 12/11/23 | 1999 | MIDWEST BOX COMPANY | 0816320470000 | 20610 | RPS BLUMFIELD | 0.00 | 148.50 |
| 9001 | 130556 | 12/11/23 | 1999 | MIDWEST BOX COMPANY | 0816320470000 | 20610 | RPS BLUMFIELD | 0.00 | 46.50 |
| 9001 | 130556 | 12/11/23 | 1999 | MIDWEST BOX COMPANY | 0816320470000 | 20610 | RPS BLUMFIELD | 0.00 | 212.40 |
| TOTAL CHECK | | | | | | | | | 407.40 |
| 9001 | 130585 | 12/11/23 | 7825 | SECURITY EQUIPMENT, | 0836020470000 | 20733 | RPS HIGH SCHOOL | 0.00 | 2,525.50 |
| 9001 | 130586 | 12/11/23 | 4790 | SENSORY EDGE | 0816920470000 | 20733 | WILDEWOOD WW24006 | 0.00 | 2,259.70 |
| 9001 | 130587 | 12/11/23 | 4936 | THIELE GEOTECH, INC | 0816720430000 | 20350 | RPS MOCKINGBIRD | 0.00 | 820.00 |
| 9001 | 130608 | 12/11/23 | 7562 | THE WEITZ COMPANY, | 0816920470000 | 20450 | RPS WILDEWOOD | 0.00 | 403,888.00 |
| 9001 | 130608 | 12/11/23 | 7562 | THE WEITZ COMPANY, | 0816720470000 | 20450 | RPS MOCKINGBIRD | 0.00 | 820,204.00 |
| 9001 | 130608 | 12/11/23 | 7562 | THE WEITZ COMPANY, | 0816320470000 | 20450 | RPS BLUMFIELD | 0.00 | 1,072,490.00 |
| TOTAL CHECK | | | | | | | | | 2,296,582.00 |
| 9001 | 130609 | 12/11/23 | 4154 | US BANK | 0880020251000 | 20833 | RALSTONPUBLICSCHOOL | 0.00 | 385.00 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 2,674,631.35 |
| TOTAL FUND | | | | | | | | 0.00 | 2,674,631.35 |

EFINANCE - POWERSCHOOL
DATE: 12/08/2023
TIME: 13:30:06

RALSTON PUBLIC SCHOOLS
CHECK REGISTER - BY FUND

PAGE NUMBER: 17
ACCTPA21

SELECTION CRITERIA: transact.ck_date='20231211'
ACCOUNTING PERIOD: 4/24

FUND - 10 - COOPERATIVE FUND

| CASH ACCT | CHECK NO | ISSUE DT | VENDOR | NAME | ORG. KEY | ACCNT | -----DESCRIPTION----- | SALES TAX | AMOUNT |
|--------------------|----------|----------|--------|---------------------|---------------|-------|-----------------------|-----------|--------------|
| 9001 | 130547 | 12/11/23 | 7131 | JUST FOR KIDS, INC. | 1080020215100 | 20320 | RPS SS/SUBURBAN | 0.00 | 227.50 |
| 9001 | 130602 | 12/11/23 | 2835 | SARAH A STOREY | 1080020215100 | 20320 | RPS SS/SUBURBAN | 0.00 | 7,938.00 |
| 9001 | 130634 | 12/11/23 | 4022 | TRACY LOUCKS | 1080020215100 | 20333 | REIMBUR10/23-11/20/ | 0.00 | 864.60 |
| 9001 | 130635 | 12/11/23 | 7776 | DANIELLE B MAGRINI | 1080020215100 | 20333 | REIMBUR10/23-11/20/ | 0.00 | 915.69 |
| 9001 | 130639 | 12/11/23 | 6350 | KIMBERLEE M HASKETT | 1080020215100 | 20333 | REIMBUR10/23-11/20/ | 0.00 | 1,630.62 |
| 9001 | 130648 | 12/11/23 | 7606 | JERA L STERNER | 1080020215100 | 20333 | REIMBUR10/23-11/20/ | 0.00 | 556.36 |
| 9001 | 130650 | 12/11/23 | 5094 | TIARRA MCGOWAN | 1080020215100 | 20333 | REIMBUR10/23-11/20/ | 0.00 | 501.27 |
| TOTAL CASH ACCOUNT | | | | | | | | 0.00 | 12,634.04 |
| TOTAL FUND | | | | | | | | 0.00 | 12,634.04 |
| TOTAL REPORT | | | | | | | | 0.00 | 3,198,477.99 |

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

Monday, November 27, 2023

Ralston Public Schools Board of Education met in open, public session on November 27, 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. Katie Krause. In addition to the Board members, those in attendance included Mr. Jason Buckingham, Dr. Aaron Bredenkamp, Dr. Anne Harley, Dr. Mike Rupprecht, Mrs. Melissa Stolley and Mr. Jim Frederick. Motion to excuse Mrs. Krause was made by Ms. Mary Roarty and seconded by Mrs. Carrie Hough.

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

Consent Agenda

Consent agenda items included minutes from the November 13th meeting. Motion to approve the consent agenda was made by Mrs. Liz Kumru and seconded by Mrs. Samantha Willey.

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

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Mrs. Carrie Hough enjoyed the recent NASB conference. One of the highlights for her was the AI workshop, with tips on learning how to positively use the software. She also joined the Seymour staff for their annual Thanksgiving luncheon. Mrs. Willey also enjoyed the NASB Conference and commented that after reflecting on all she learned at the conference, we are doing some great things in Ralston. Mrs. Roarty said there were many great speakers and interesting conversations at the NASB Conference. She had the opportunity to moderate the AI session. Mrs. Kumru enjoyed the conference and said there were lots of takeaways. Major themes included AI, mental health, and teacher shortages. She was also able to view the new Wildewood Elementary and said students were very impressed with

their new school. Mrs. Kumru was looking forward to the Ralston Area Chamber of Commerce Awards Dinner on Thursday. Mrs. Richards echoed everyone's comments and hoped everyone had a great break and was ready to finish out the first half of the school year.

Crisis Response Team Recognition

Mrs. Melissa Stolley introduced members of the District Crisis Response Team. She explained the vital role each member plays during a crisis situation. There are over 20 members on the team, and they consist of teachers, counselors, psychologists, communication staff and our school social worker.

Building Projects Update

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

Mockingbird

- Insulation work continuing
- Framing on main office and 1st floor of the academic wing nearing completion
- Exterior windows are mostly installed
- Roof top units may be up for initial startup within the month
- Retention pond and stormwater runoff is near completion
- Utility stub-ins have been extended to the building

Wildewood

- Move in complete
- Punch list work is ongoing
- Flooring is nearing completion with waxing and some closets to be completed

Blumfield

- Move is in progress
- Job trailer is onsite
- Asbestos work begins this week.

Seymour

- Bid work is ongoing,
- Mapping out timeline for project work this summer

RHS

- BA/SB field turf install is complete,
- Punchlist work, including railing and electrical is ongoing

NSCAS/ACT Achievement Review

Dr. Anne Harley provided a report on our performance data for the 2022-2023 school year. She outlined the AQuESTT system of accountability (Accountability for a Quality Education System Today and Tomorrow). Each year, AQuESTT provides classifications for all Nebraska schools, placing them into one of four categories:

- Excellent
- Great
- Good
- Needs Support to Improve

Overall, we saw four (4) of our District's schools improve in their classification. This is a huge milestone worth celebrating. As a District overall, RPS received a "Good" classification. Our 2022-2023 report card (based on last year's assessments) shows:

- "Excellent" RPS Schools = 2
- "Great" RPS Schools = 3
- "Good" RPS Schools = 2
- "Needs Support to Improve" RPS School = 1

ELA and Math Proficiency

- For NSCAS (Nebraska Student Centered Assessment) 3-8 ELA, we saw an increase of 16% in proficiency between 2021-2022 and 2022-2023, for Math we saw an increase of 21%, and in Science an increase of 7%.

ACT

- Our ACT scores at the high school were the following: 23% of students meeting expectations in English, 15% of students meeting expectations in Math, and 25% of students meeting expectations in Science.

Government Relations

Mr. Joe Kohout provided the Board an update to the start of the upcoming Legislative session. Mr. Buckingham also went over the legislative goals of the Board and asked if they had a chance to review it. The Legislative Session starts January 3rd.

NASB Update

Mrs. Kumru reported that over 1,000 people attended the recent NASB State Conference. She also stated the delegates did approve the by-law changes during the meeting. Mrs. Kumru encouraged her fellow Board members to attend the Legislative Issues Conference in Lincoln on January 21 and 22nd.

Enrollment Update

Enrollment has remained steady, and we are up 45 students compared to the same week last year.

Draft Calendar Presentation, 2024-2025 and 2025-2026

Dr. Mike Rupprecht gathered information from stakeholders and presented a draft version of the 2024-2025 and 2025-2026 calendars. The calendars will be brought back for final approval at the December 11th meeting.

Ralston Schools Foundation Update

Ms. Roarty reported the Foundation Board met at Meadows Elementary on November 14th. This gave the Board members an opportunity to see all the new renovations at the school. The Board voted to approve Ashley Nodgaard as the Director of the Foundation.

Ms. Roarty stated Ms. Nodgaard had reported the 2023 Golf Tournament was a success, raising a total of \$14,000 for the Foundation. She also informed the board that Ms. Sara Ryan, Director of the Lil' and Tiny Rams program, recommended a rate increase to assist with salary increases to help attract and retain staff.

STANDARDS BASED SCHOOL IMPROVEMENT

Revision of Policy 3029

Mrs. Liz Kumru motioned to approve the revised version of Policy 3029 per the discussion on November 13th. The motion was seconded by Mrs. Samantha Willey.

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

Policy Review

The following policies were reviewed:

4011 - Employee Leave Under the Family and Medical Leave Act (FMLA)
4011.1 - Nebraska Family Military Leave Act
5015 - Protection of Pupil Rights
5022 - Investigations, Arrests and Other Student Contact by Law Enforcement and Health and Human Services
5014 - Homeless Students

Executive Session

No executive session was scheduled.

Adjournment

The Board voted to adjourn the meeting at 8:01 pm with a motion by Mrs. Liz Kumru and seconded by Mrs. Carrie Hough.

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

The next regular meeting is scheduled for December 11, 2023, at 6:00 pm.

Mrs. Robin Richards, President

Mrs. Samantha Willey, Secretary



JASON BUCKINGHAM <jason_buckingham@ralstonschools.org>

Resignation

1 message

Kimberly Halstead <Kimberly_Halstead@ralstonschools.org>

Fri, Dec 8, 2023 at 2:22 PM

To: JASON BUCKINGHAM <Jason_Buckingham@ralstonschools.org>, Aaron Bredenkamp <aaron.bredenkamp@ralstonschools.org>

I intend to resign my position at the end of the 2023/2024 school year. Ralston has been Wonderful!

Thank you!

Kim Halstead
First Grade Teacher
Mockingbird Elementary

Bond Planning/Update Agenda

November 27, 2023

- MB
 - Insulation work continuing
 - Framing on main office and 1st floor of the academic wing nearing completion
 - Electrical inspections in the academic section
 - Boiler installation to begin
 - Storm sewer is connected and operational
 - HVAC main trunks are being run
 - Exterior windows are mostly installed
 - Roof top units may be up for initial startup within the month
 - Retention pond and stormwater runoff is near completion
 - Utility stub-ins have been extended to the building

- WW
 - Move in complete
 - Punch list work is ongoing
 - Flooring is nearing completion with waxing and some closets to be completed

- BL
 - Move is in progress
 - Job trailer is onsite
 - Asbestos work has started

- SY
 - Bid work is ongoing,
 - Mapping out timeline for project work this summer

- RHS
 - BA/SB field turf install is complete,
 - Punchlist work, including railing and electrical is ongoing

November 9, 2023

- MB
 - Insulation work continuing
 - Framing on main office and 1st floor of the academic wing taking place
 - Most exterior windows are installed
 - Retention pond and stormwater runoff is near completion

- WW
 - Sidewalk pours are complete as of 11/8
 - Final inspection for ceiling work is complete, padding is ongoing

- RTU's start up has been completed
- Sink and toilet installs are started
- Lights are in almost all areas
- COX has strung fiber and is working on having network capabilities to our building shortly
- Access points are being installed,
- Prime is on site working on cameras, door controls and security alarms
- BL
 - Shop drawings being finalized
- SY
 - Subcontractor walkthrough 11/3, strong interest, plan to be out for bid by Christmas

November 3, 2023

- MB
 - Insulation work continuing
 - Framing is taking place on main office area
 - Most exterior windows are installed
 - Retention pond and stormwater runoff is near completion
- WW
 - Sidewalk pours are ongoing, main entrance is complete
 - Ceiling padding to start next week
 - RTU's start up next week
 - Sink and toilet installs this week
 - Lights are in most hallways, a few classrooms and cafeteria to pick up yet
- BL
 - Shop drawings being finalized
- SY
 - Subcontractor walkthrough 11/3, strong interest, plan to be out for bid by Christmas

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/Ryneerson/BCDM
- Met w/ Alvines on HVAC control systems
- Met w/ School Specialty on camera systems
- Met w/MCL Construction
- Met w/ Boyd Jones CM@R

November 8th

- Bond advisor attending BOE meeting 11/8, will recommend refinance and first tranch.
- Met w/ mechanical engineer, walkthrough at KW and RMS
- Met w/ architect and Tiny/Little Rams staff on MB plan
- Met w/architect on needs at new MB kitchen
- Survey work is ongoing at MB
- Technology
 - Training last week for RHS/Admin training on Tuesday(11/9)
 - Additional boards (3) and carts should be in by 11/13
 - Set up meeting with Audio Enhancement for 11/17/2021 at 5:30 PM
-

October 28, 2021

Since the Bond Passed...

- Bond advisor first set of bonds going to market soon.
- Master calendar and seasons to take the projects on
- Development for HVAC plans at RMS & KW
- Met w/ architects and mechanical engineers on MB facility design
- Met with electrical engineers on lighting options
- Began discussions of what we want intercoms, alarms, and camera systems to look like

- Multiple tours of different buildings in different districts re: facilities, layouts, technology
- CM@R for MB, BL, ME, WW, finalizing RFP, advertisements are coming soon.
- Decided to merge the 4 schools above together because they are contingent on one another
- Board passed a resolution, will need to identify 1 more member to complete the team for hiring
- Working with KSB to create the RFP to go out
- Survey work started on MB
- Technology
 - Board in district that are training on w/ 6 staff members
 - Connecting with others who have passed the bond re: technology components
 - Met with KCAV to talk security, boards, audio (the Boxlight company and microphone/intercom system)
 - Met with the engineers that are working on the project
 - Communicated with principals which staff we are looking to have help us try out the machines, waiting for devices to arrive, then planning to communicate with staff requesting pilot

**RALSTON PUBLIC SCHOOLS
FINANCIAL REPORT TO THE BOARD OF EDUCATION
POOLED CASH - BANK RECONCILIATION
November 30, 2023**

| | 10/31/2023 Thru 11/30/2023 | 10/31/2022 Thru 11/30/2022 |
|--|-------------------------------|-------------------------------|
| Book Balance - Beginning of month | \$7,775,352.02 | \$7,694,003.44 |
| Total Receipts | \$1,366,406.90 | \$1,568,561.33 |
| Monthly Disbursements | <u>(4,343,243.88)</u> | <u>(4,104,412.32)</u> |
| Reconciled Book Balance - End of Month | \$4,798,515.04 | \$5,158,152.45 |
| Building fund loan | \$0.00 | \$0.00 |
| Depreciation fund loan | \$0.00 | \$0.00 |
| Transfer to Depreciation | \$0.00 | \$0.00 |
| Actual Book Balance - End of Month | \$4,798,515.04 | \$5,158,152.45 |
| Bank Balance -Beginning of month | \$8,353,272.99 | \$8,222,773.43 |
| Deposits | \$1,364,832.26 | \$1,471,402.80 |
| Interest | <u>1,574.64</u> | <u>1,618.29</u> |
| Total Receipts | 1,366,406.90 | 1,473,021.09 |
| Total Warrants | <u>(4,028,988.37)</u> | <u>(4,029,417.24)</u> |
| Bank Balance - End of month | 5,690,691.52 | 5,666,377.28 |
| Outstanding deposits | 0.00 | 96,722.31 |
| Bank clearing error | (48.04) | (48.04) |
| Less Outstanding Checks/Wires | <u>(892,128.44)</u> | <u>(604,899.10)</u> |
| Reconciled Bank Balance - End of month | \$4,798,515.04 | \$5,158,152.45 |

November

Percent of Year Completed

25.0%

RECEIPTS

| ACCOUNT | ANTICIPATED | M-T-D | Y-T-D | Y-T-D | Year To Date | |
|-----------------------------|---------------------|-----------------------|-----------------------|-----------------------|--------------|--------------|
| | | RECEIVED 2023-24 | RECEIVED 2023-24 | RECEIVED 2022-23 | %Received | |
| | | | | | 2023-24 | 2022-23 |
| Local District Taxes | \$20,978,518 | \$51,741.41 | \$1,573,097.33 | \$1,673,129 | 7.5% | 8.0% |
| Pro-Rata Motor Vehicle Tax | \$45,000 | \$0.00 | \$5,896.53 | \$6,205 | 13.1% | 19.4% |
| Motor Vehicle Tax | \$3,796,100 | \$312,152.17 | \$682,576.64 | \$895,588 | 18.0% | 27.1% |
| Homestead Exemption Tax | \$550,000 | \$0.00 | \$0.00 | \$0 | 0.0% | 0.0% |
| Tuition from Individuals | \$0 | \$0.00 | \$0.00 | \$0 | 0.0% | 0.0% |
| Tuition (Other Dist) | \$0 | \$0.00 | \$0.00 | \$0 | 0.0% | 0.0% |
| Interest on Investments | \$30,000 | \$1,574.61 | \$6,377.98 | \$6,865 | 21.3% | 45.8% |
| Local License/Police Court | \$30,000 | \$934.98 | \$12,318.30 | \$7,682 | 41.1% | 25.6% |
| Other Local Revenue | \$1,500 | \$0.00 | \$0.00 | \$0 | 0.0% | 0.0% |
| County Fines & Licenses | \$70,000 | \$5,423.70 | \$18,558.57 | \$16,950 | 26.5% | 24.2% |
| State Aid | \$9,687,575 | \$968,758.00 | \$1,937,516.00 | \$2,257,814 | 20.0% | 21.2% |
| Spec Ed Programs | \$4,188,093 | \$25,822.00 | \$52,108.22 | \$54,217 | 1.2% | 2.6% |
| Special Ed Transportation | \$240,000 | \$0.00 | \$0.00 | \$0 | 0.0% | 0.0% |
| State Apportionment | \$435,000 | \$0.00 | \$0.00 | \$0 | 0.0% | 0.0% |
| Public Power Dist Sales Tax | \$3,950,000 | \$0.00 | \$7.43 | \$7 | 0.0% | 0.0% |
| Cash Reserve | \$0 | \$0.00 | \$0.00 | \$0 | 0.0% | 0.0% |
| TOTAL | \$44,001,786 | \$1,366,406.87 | \$4,288,457.00 | \$4,918,458.91 | 9.7% | 11.7% |

DISBURSEMENTS

| CATEGORY | BUDGET | M-T-D | Y-T-D | Y-T-D | Year To Date | |
|-----------------------------|---------------------|-----------------------|------------------------|-----------------------|---------------|---------------|
| | | DISBURSED 2023-24 | DISBURSED 2023-24 | DISBURSED 2022-23 | % Disbursed | |
| | | | | | 2023-24 | 2022-23 |
| Instructional Services | \$22,885,330 | \$1,689,772.16 | \$5,103,392.76 | \$4,972,381 | 22.3% | 22.9% |
| Support Services | | | | | | |
| Special Education | \$6,576,529 | \$636,467.29 | \$1,552,501.91 | \$1,362,351 | 23.6% | 21.6% |
| Pupil Services | \$1,442,856 | \$145,327.08 | \$427,685.67 | \$367,037 | 29.6% | 26.1% |
| Staff Services | \$2,625,844 | \$209,337.79 | \$635,019.76 | \$528,652 | 24.2% | 22.4% |
| General Administration | \$1,024,545 | \$67,008.39 | \$205,088.04 | \$238,007 | 20.0% | 22.2% |
| School Administration | \$2,533,986 | \$219,525.87 | \$647,907.42 | \$648,284 | 25.6% | 26.5% |
| Business | \$831,301 | \$53,210.07 | \$138,141.00 | \$196,010 | 16.6% | 23.8% |
| Operation of Plant | \$3,493,176 | \$298,059.23 | \$851,187.48 | \$812,823 | 24.4% | 24.3% |
| Maintenance of Plant | \$1,118,590 | \$90,822.89 | \$252,427.42 | \$273,972 | 22.6% | 25.5% |
| Pupil Transportation | \$1,469,629 | \$172,148.09 | \$353,033.84 | \$424,910 | 24.0% | 31.1% |
| TOTAL | \$44,001,786 | \$3,581,678.86 | \$10,166,385.30 | \$9,824,426.18 | 23.1% | 23.5% |
| REVENUE OVER EXPENSE | \$0 | (\$2,215,272) | (\$5,877,928) | (\$4,905,967) | -13.4% | -11.7% |

Ralston Schools Building Fund
Nov-23

| FUND NAME | BALANCE | RECEIPTS | DISBURSEMENTS | BALANCE |
|---------------|------------------------|-----------------------|-----------------------|------------------------|
| | Oct | Nov | Nov | Nov |
| BUILDING FUND | \$651,834.18 | \$2,502,282.34 | (2,682,359.11) | \$471,757.41 |
| NSDLAF | \$58,814,842.92 | \$237,098.55 | (2,500,000.00) | \$56,551,941.47 |
| TOTAL | \$59,466,677.10 | \$2,739,380.89 | (5,182,359.11) | \$57,023,698.88 |

RALSTON SCHOOLS BOND FUND
Nov-23

| FUND NAME | BALANCE | RECEIPTS | DISBURSEMENTS | BALANCE |
|--------------------------|-----------------------|--------------------|---------------|-----------------------|
| | Oct | Nov | Nov | Nov |
| BOND FUND | \$7,039,711.58 | 10,006.47 | - | \$7,049,718.05 |
| INVESTED -US Treas Bills | - | - | - | \$0.00 |
| TOTAL | \$7,039,711.58 | \$10,006.47 | - | \$7,049,718.05 |

LUNCH PROGRAM INCOME STATEMENT
Nov-23

| | Nov-23 | 2023-24 YTD |
|--------------------------|-----------------------|-----------------------|
| Revenues: | | |
| Lunch program | \$49,203.36 | \$153,959.34 |
| Federal funding | 0.00 | \$0.00 |
| Catering income | 0.00 | \$5,895.60 |
| Interest | 746.34 | \$2,305.71 |
| Grants | 0.00 | |
| Total Revenues | \$49,949.70 | \$162,160.65 |
| Expenses: | | |
| Salaries | \$111,889.08 | \$279,451.62 |
| Supplies | 307,514.22 | \$428,569.70 |
| Repairs/Equip | 0.00 | \$0.00 |
| Miscellaneous | 269.93 | \$1,414.49 |
| Total Expenses | \$419,673.23 | \$709,435.81 |
| Net Income (Loss) | (\$369,723.53) | (\$547,275.16) |

**Ralston Schools Quality Capital Purpose Undertaking Fund
Nov-23**

| FUND NAME | BALANCE | RECEIPTS | DISBURSEMENTS | BALANCE |
|-----------------|----------------------|----------------|-------------------|----------------------|
| | Oct | Nov | Nov | Nov |
| QCPU FUND | \$ 359.67 | \$ - | \$ (14.88) | \$ 344.79 |
| QCPUF BOND FUNC | \$ (1,659.37) | \$ 6.62 | \$ - | \$ (1,652.75) |
| TOTAL | \$ (1,299.70) | \$ 6.62 | \$ (14.88) | \$ (1,307.96) |

**Ralston Schools Depreciation Fund
Nov-23**

| FUND NAME | BALANCE | RECEIPTS | DISBURSEMENTS | BALANCE |
|-------------------|-----------------------|-----------------|---------------|-----------------------|
| | Oct | Nov | Nov | Nov |
| Depreciation Fund | \$ 3,459,198.86 | \$ 710.79 | \$ - | \$ 3,459,909.65 |
| TOTAL | \$3,459,198.86 | \$710.79 | \$0.00 | \$3,459,909.65 |

RALSTON SCHOOLS ELEMENTARY ACTIVITY FUNDS

30-Nov-23

| FUND NAMES | BALANCE | RECEIPTS | DISBURSEMENTS | BALANCE |
|-----------------------------|----------------------|-------------------|--------------------|--------------------|
| | Oct | Nov | Nov | Nov |
| ACTIVITY FUND/BLUMFIELD | 4,457.30 | 12.11 | 19.98 | \$4,449.43 |
| ACTIVITY FUND/KAREN WESTERN | 2,537.03 | 0.00 | 2,805.80 | (\$268.77) |
| ACTIVITY FUND/MEADOWS | 12,674.99 | 0.00 | 5,578.00 | \$7,096.99 |
| ACTIVITY FUND/MOCKINGBIRD | 517.31 | 174.97 | 251.20 | \$441.08 |
| ACTIVITY FUND/SEYMOUR | 9,319.12 | 2,166.60 | 1,918.10 | \$9,567.62 |
| ACTIVITY FUND/WILDEWOOD | 843.68 | 0.00 | 0.00 | \$843.68 |
| ACTIVITY FUND/OFFICE | 16,593.70 | 8.17 | 227.92 | \$16,373.95 |
| ACTIVITY FUND/DEPRECIATION | 8,017.37 | 0.00 | 0.00 | \$8,017.37 |
| INSTRUMENT RENTAL | 20.70 | 0.00 | 0.00 | \$20.70 |
| ACTIVITY FUND/HILLCREST | 326.85 | 0.00 | 0.00 | \$326.85 |
| ACTIVITY FUND/Middle School | 46,230.51 | 4,214.99 | 11,163.73 | \$39,281.77 |
| ACTIVITY FUND/PARKING LOT | 6,660.00 | 0.00 | 0.00 | \$6,660.00 |
| HIGH SCHOOL STUDENT FEES | (10,430.16) | 0.00 | 0.00 | (\$10,430.16) |
| MS STUDENT FEES | 50.00 | 0.00 | 0.00 | \$50.00 |
| TOTAL | <u>\$97,818.40</u> | <u>\$6,576.84</u> | <u>\$21,964.73</u> | <u>\$82,430.51</u> |
| BANK BALANCE | \$102,193.66 | | | |
| PLUS OUTSTANDING DEPOSITS | \$0.00 | | | |
| LESS OUTSTANDING CHECKS | <u>(\$19,763.15)</u> | | | |
| TOTAL | <u>\$82,430.51</u> | | | |

RALSTON HIGH SCHOOL ACTIVITY FUND

30-Nov-23

| FUND NAME'S | BALANCE | RECEIPTS | DISBURSEMENTS | BALANCE |
|------------------------|----------------------|------------------|--------------------|---------------------|
| | Oct | Nov | Nov | Nov |
| HIGH SCHOOL | 293,225.14 | 25,003.30 | (36,050.42) | 282,178.02 |
| TOTAL | <u>\$293,225.14</u> | <u>25,003.30</u> | <u>(36,050.42)</u> | <u>\$282,178.02</u> |
| Dayspring Bank Balance | \$ 324,677.60 | | | |
| Outstanding Checks | \$ (42,499.58) | | | |
| Bank clearing error | \$ - | | | |
| TOTAL | <u>\$ 282,178.02</u> | | | |

Ralston High School Activity Fund Balance Sheet Standard

12/08/23

As of November 30, 2023

Nov 30, '23

ASSETS

Current Assets

Checking/Savings

| | |
|----------------------------|-----------|
| 1000 - Athletic Admin | 417.15 |
| 1001 - Athletics | 61,585.10 |
| 1050 - Baseball | 2,429.61 |
| 1140 - Wrestling | 10,505.36 |
| 1500 - Cheer | 2,890.74 |
| 1520 - Homecoming | 2,745.53 |
| 1530 - F.C. Athletes | 390.16 |
| 1535 - Bratfest | 0.00 |
| 1540 - Dance Team | -397.86 |
| 1560 - Activity Tickets | 198.00 |
| 1571 - Boys Basketball | 2,888.50 |
| 1572 - Cross Country | 1,286.87 |
| 1575 - Football | -370.48 |
| 1576 - Girls Basketball | 981.75 |
| 1577 - Golf | 178.01 |
| 1578 - Volleyball | 1,848.47 |
| 1579 - Girls Softball | 3,201.89 |
| 1580 - Swim | 2,412.04 |
| 1582 - Boys Soccer | 1,622.37 |
| 1583 - Girls Soccer | 2,457.33 |
| 1584 - Circle of Friends | 160.00 |
| 1586 - Boys Track | 1,081.00 |
| 1587 - Girls Track | 555.99 |
| 1588 - Tennis | 2,974.99 |
| 2005 - Computer Lab | 74.16 |
| 2010 - Debate | 3,183.76 |
| 2015 - Drama | 2,274.46 |
| 2016 - Drama Travel Club | 0.00 |
| 2018-Class of 2018 | 0.00 |
| 2020-All School Musical | -5,357.13 |
| 2027 - Guidance | 11,538.78 |
| 2028 - Ralston Readers | 776.28 |
| 2029 - Educators Rising | 1,587.67 |
| 2030 - Humanities | 0.00 |
| 2035-Latino Leaders | 181.63 |
| 2040 - Instr Music | 0.00 |
| 2042- Color Guard | 205.63 |
| 2060 - Swim School | 495.18 |
| 2065 - Social Studies Trip | 0.00 |
| 2075 - Vocal Music | 23,264.99 |

Ralston High School Activity Fund Balance Sheet Standard

12/08/23

As of November 30, 2023

| | Nov 30, '23 |
|-----------------------------------|-------------------|
| 525 - Autism Grant | 0.00 |
| 530 - DECA | -1,960.69 |
| 540 - Quiz Bowl | 328.49 |
| 550 - French Club | 50.53 |
| 560 - GSA | 134.86 |
| 565 - History Day | 2.59 |
| 570 - NHS | 251.50 |
| 580 - Prom | 3,327.93 |
| 585 - Science Club | 0.00 |
| 595 - Spanish Club | 284.12 |
| 600 - Student Council | 1,036.97 |
| 605 - Poetry Festival | 0.00 |
| 610 - Esports Gaming Club | 27.30 |
| 224-Class of 2024 | 239.46 |
| Class 2021 | 0.00 |
| 222-Class of 2022 | 64.01 |
| 221-Class of 2021 | 0.00 |
| 2031-FFA | 4,875.74 |
| Total Checking/Savings | 282,178.02 |
| Accounts Receivable | |
| Accounts Receivable | 0.00 |
| Total Accounts Receivable | 0.00 |
| Other Current Assets | |
| Undeposited Funds | 0.00 |
| Total Other Current Assets | 0.00 |
| Total Current Assets | 282,178.02 |
| Fixed Assets | 0.00 |
| Other Assets | 0.00 |
| TOTAL ASSETS | 282,178.02 |
| LIABILITIES & EQUITY | |
| Liabilities | |
| Current Liabilities | |
| Accounts Payable | |
| Accounts Payable | 0.00 |
| Total Accounts Payable | 0.00 |
| Credit Cards | 0.00 |
| Other Current Liabilities | |

Ralston High School Activity Fund Balance Sheet Standard

12/08/23

As of November 30, 2023

Nov 30, '23

ASSETS

Current Assets

Checking/Savings

| | |
|----------------------------|-----------|
| 1000 - Athletic Admin | 417.15 |
| 1001 - Athletics | 61,585.10 |
| 1050 - Baseball | 2,429.61 |
| 1140 - Wrestling | 10,505.36 |
| 1500 - Cheer | 2,890.74 |
| 1520 - Homecoming | 2,745.53 |
| 1530 - F.C. Athletes | 390.16 |
| 1535 - Bratfest | 0.00 |
| 1540 - Dance Team | -397.86 |
| 1560 - Activity Tickets | 198.00 |
| 1571 - Boys Basketball | 2,888.50 |
| 1572 - Cross Country | 1,286.87 |
| 1575 - Football | -370.48 |
| 1576 - Girls Basketball | 981.75 |
| 1577 - Golf | 178.01 |
| 1578 - Volleyball | 1,848.47 |
| 1579 - Girls Softball | 3,201.89 |
| 1580 - Swim | 2,412.04 |
| 1582 - Boys Soccer | 1,622.37 |
| 1583 - Girls Soccer | 2,457.33 |
| 1584 - Circle of Friends | 160.00 |
| 1586 - Boys Track | 1,081.00 |
| 1587 - Girls Track | 555.99 |
| 1588 - Tennis | 2,974.99 |
| 2005 - Computer Lab | 74.16 |
| 2010 - Debate | 3,183.76 |
| 2015 - Drama | 2,274.46 |
| 2016 - Drama Travel Club | 0.00 |
| 2018 - Class of 2018 | 0.00 |
| 2020 - All School Musical | -5,357.13 |
| 2027 - Guidance | 11,538.78 |
| 2028 - Ralston Readers | 776.28 |
| 2029 - Educators Rising | 1,587.67 |
| 2030 - Humanities | 0.00 |
| 2035 - Latino Leaders | 181.63 |
| 2040 - Instr Music | 0.00 |
| 2042 - Color Guard | 205.63 |
| 2060 - Swlm School | 495.18 |
| 2065 - Social Studies Trip | 0.00 |
| 2075 - Vocal Music | 23,264.99 |

Ralston High School Activity Fund Balance Sheet Standard

12/08/23

As of November 30, 2023

| | <u>Nov 30, '23</u> |
|--------------------------------|--------------------|
| 2076 - Dist. Music | 0.00 |
| 2080 - Work Experience | 0.00 |
| 2085 - Yearbook | 18,482.25 |
| 2090 - Material Replacement | 0.00 |
| 210 - Class of 2010 | 0.00 |
| 211 - Class of 2011 | 0.00 |
| 212 - Class of 2012 | 0.00 |
| 213 - Class of 2013 | 0.00 |
| 214 - Class of 2014 | 0.00 |
| 215 - Spirit Squads | 11,092.74 |
| 223-Class of 2023 | 500.81 |
| 226 Class of 2026 | 0.00 |
| 225-Class of 2025 | 0.00 |
| 220-Class of 2020 | 0.00 |
| 2500 - HOSA | 2,201.23 |
| 2509 - Ram Apparel | 29.00 |
| 2510 - Ram Supply - DO NOT ... | 0.00 |
| 2511 - Concessions | 27,153.42 |
| 2515 - FCCLA | 391.16 |
| 2520 - Industrial Tech | 724.13 |
| 2521 - Skills USA | 2,040.69 |
| 2525-Automotive | 9,233.22 |
| 2530 - Food Pantry | 967.01 |
| 3000 - Scholarships | 0.00 |
| 3200 - Summer School | 0.00 |
| 3300 - Boston Trip | 0.00 |
| 3580 - Vending | 0.00 |
| 4015 - Green Club | 0.00 |
| 4059 - Parking Lot | 0.00 |
| 4085 - HS Office | 9,210.75 |
| 4086 - Homeroom | 0.00 |
| 4087 - PBIS | 0.00 |
| 5000 - Baseball Field | 0.00 |
| 5010 - Football Stadium | 0.00 |
| 5020 - Soccer Stadium | 0.00 |
| 5030 - Gym | 0.00 |
| 5040 - Fitness Center | 0.00 |
| 505 - Art Club | 820.86 |
| 5050 - Cafeteria | 0.00 |
| 5060 - Classroom | 0.00 |
| 5070 - Swim Pool | 0.00 |
| 5080 - Facility Usage | 50,400.01 |
| 510 - Bowling Team | 0.00 |

Ralston High School Activity Fund Balance Sheet Standard

12/08/23

As of November 30, 2023

| | Nov 30, '23 |
|-----------------------------------|-------------------|
| 525 - Autism Grant | 0.00 |
| 530 - DECA | -1,960.69 |
| 540 - Quiz Bowl | 328.49 |
| 550 - French Club | 50.53 |
| 560 - GSA | 134.86 |
| 565 - History Day | 2.59 |
| 570 - NHS | 251.50 |
| 580 - Prom | 3,327.93 |
| 585 - Science Club | 0.00 |
| 595 - Spanish Club | 284.12 |
| 600 - Student Council | 1,036.97 |
| 605 - Poetry Festival | 0.00 |
| 610 - Esports Gaming Club | 27.30 |
| 224-Class of 2024 | 239.46 |
| Class 2021 | 0.00 |
| 222-Class of 2022 | 64.01 |
| 221-Class of 2021 | 0.00 |
| 2031-FFA | 4,875.74 |
| Total Checking/Savings | 282,178.02 |
| Accounts Receivable | |
| Accounts Receivable | 0.00 |
| Total Accounts Receivable | 0.00 |
| Other Current Assets | |
| Undeposited Funds | 0.00 |
| Total Other Current Assets | 0.00 |
| Total Current Assets | 282,178.02 |
| Fixed Assets | 0.00 |
| Other Assets | 0.00 |
| TOTAL ASSETS | 282,178.02 |
| LIABILITIES & EQUITY | |
| Liabilities | |
| Current Liabilities | |
| Accounts Payable | |
| Accounts Payable | 0.00 |
| Total Accounts Payable | 0.00 |
| Credit Cards | 0.00 |
| Other Current Liabilities | |

**Ralston High School Activity Fund
Balance Sheet Standard**

12/08/23

As of November 30, 2023

| | <u>Nov 30, '23</u> |
|---------------------------------------|--------------------|
| Sales Tax Payable | 0.00 |
| Total Other Current Liabilities | <u>0.00</u> |
| Total Current Liabilities | 0.00 |
| Long Term Liabilities | 0.00 |
| Total Liabilities | <u>0.00</u> |
| Equity | |
| Opening Bal Equity | -0.73 |
| Retained Earnings | 323,207.20 |
| Net Income | -41,028.45 |
| Total Equity | <u>282,178.02</u> |
| TOTAL LIABILITIES & EQUITY | 282,178.02 |

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 ADVOCACY HANDBOOK

FOR THE 2023 LEGISLATIVE SESSION

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

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

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

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



WELCOME - YOUR ROLE

Leadership

Innovation

Vision

Engagement

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

108TH LEGISLATURE, 1ST SESSION

CAN YOU REALLY MAKE A DIFFERENCE? YES YOU CAN!

No one is more qualified to talk about your school district, your community, and your needs related to providing a quality education than you! With your help, NASB is an advocate for public education and local school governance ... and YOUR collective voice in the Legislature.

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

DID YOU KNOW: #weLIVEhere

79% of Nebraska's 1,700 locally elected School Board Members serve at or within 100 miles of where they graduated ... with 51% serving AT the district they graduated from. You are a locally elected official and a community leader. As a school board member, you are in an excellent position to educate and influence the legislative process, and are seen as a key resource on education policy for your district.



We encourage all boards to include a legislative update as a part of each meeting, and to discuss/share key legislative information within your community. Advocacy is year-round, not just during the session itself. Bookmark the Government Relations page of www.NASBOnline.org for updates and information, and make sure to utilize NASB's *Legislative Notes*, videos, NASB's Bills page and more, summarizing all of the pertinent items related to public education in Nebraska.

2023 LEGISLATIVE CALENDAR

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

(All Dates are Tentative & Subject to Change)

TABLE OF CONTENTS

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

YOUR ROLE - ADVOCACY & ENGAGEMENT

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108TH LEGISLATURE, 1ST SESSION

SHARE YOUR STORY

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

LEGISLATORS CARE ABOUT YOUR OPINION.

REMINDE THEM, YOU ARE THEIR NEIGHBOR.

VOTERS ALSO PUT YOU IN OFFICE.

YOU HAVE AN INFLUENTIAL ROLE IN YOUR COMMUNITY.

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

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

BUDGET

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

KIDS

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

SCHOOL

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

WHAT CAN NASB DO FOR YOU?

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

YOUR NASB LEGISLATIVE TEAM & RESOURCES

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

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

John Spatz - Executive Director - jspatz@NASBOnline.org

Lindsey Wooton - Administrative Specialist - lwooton@NASBOnline.org



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

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NASB Facebook: www.facebook.com/NASBOnline

NASB Videos: "NASB Home / News & Resources / Videos"

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



Nebraska Legislature: www.nebraskalegislature.gov

Senators Web Pages: www.nebraskalegislature.gov/senators

YOUR 2023-24 STATE SENATORS

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108TH LEGISLATURE, 1ST SESSION



Sen. Julie Slama
District 1
Dunbar



Sen. Robert Clements
District 2
Elmwood



Sen. Carol Blood
District 3
Bellevue



Sen. Brad von Gillern
District 4
Elkhorn



Sen. Mike McDonnell
District 5
Omaha



Sen. Machaela Cavanaugh
District 6
Omaha



Sen. Tony Vargas
District 7
Omaha



Sen. Megan Hunt
District 8
Omaha



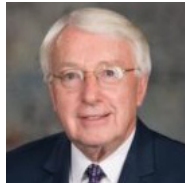
Sen. John Cavanaugh
District 9
Omaha



Sen. Wendy DeBoer
District 10
Omaha



Sen. Terrell McKinney
District 11
Omaha



Sen. Merv Riepe
District 12
Ralston



Sen. Justin Wayne
District 13
Omaha



Sen. John Arch
District 14
Papillion



Sen. Lynne Walz
District 15
Fremont



Sen. Ben Hansen
District 16
Blair



Sen. Joni Albrecht
District 17
Thurston



Sen. Christy Armendariz
District 18
Omaha



Sen. Robert Dover
District 19
Norfolk



Sen. John Fredrickson
District 20
Omaha



Beau Ballard
District 21
Lincoln



Sen. Mike Moser
District 22
Columbus



Sen. Bruce Bostelman
District 23
Brainard



Sen. Jana Hughes
District 24
Seward



Sen. Suzanne Geist
District 25
Lincoln

YOUR 2023-24 STATE SENATORS

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108TH LEGISLATURE, 1ST SESSION



Sen. George Dungan
District 26
Lincoln



Sen. Anna Wishart
District 27
Lincoln



Sen. Jane Raybould
District 28
Lincoln



Sen. Eliot Bostar
District 29
Lincoln



Sen. Myron Dorn
District 30
Adams



Sen. Kathleen Kauth
District 31
Omaha



Sen. Tom Brandt
District 32
Plymouth



Sen. Steve Halloran
District 33
Hastings



Sen. Loren Lippincott
District 34
Central City



Sen. Raymond Aguilar
District 35
Grand Island



Sen. Rick Holdcroft
District 36
Bellevue



Sen. John Lowe
District 37
Kearney



Sen. Dave Murman
District 38
Glenvil



Sen. Lou Ann Linehan
District 39
Elkhorn



Sen. Barry DeKay
District 40
Niobrara



Sen. Tom Briese
District 41
Albion



Sen. Mike Jacobson
District 42
North Platte



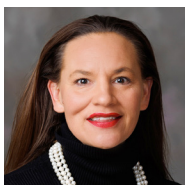
Sen. Tom Brewer
District 43
Gordon



Sen. Teresa Ibach
District 44
Sumner



Sen. Rita Sanders
District 45
Bellevue



Sen. Danielle Conrad
District 46
Lincoln



Sen. Steve Erdman
District 47
Bayard



Sen. Brian Hardin
District 48
Gering



Sen. Jen Day
District 49
Gretna



Gov. Jim Pillen

YOUR 2023 NASB LEGISLATION COMMITTEE

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108TH LEGISLATURE, 1ST SESSION



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



Kim Burry
NASB President
Bayard



Stacy Jolley
NASB Vice President
Millard



Member 1
Spencer Head
Omaha



Member 2
Jane Erdenberger
Omaha



Member 3
Bob Rauner
Lincoln



Member 4
Kathy Danek
Lincoln



Member 5
Sarah Centineo
Bellevue



Member 6
Beth Morrisette
Westside



Member 7
Suzanne Sapp
Ashland-Greenwood



Member 8
Amanda McGill Johnson
Millard



Member 9
Drew Blessing
Kearney



Member 10
Marla Grier
South Sioux City



Member 11
Doug Keener
Mitchell



Member 12
Ryne Seaman
Seward



Member 13
Steve Blocher
West Point



Member 14
Jim Vlach
Lyons-Decatur



Member 15
Brian Quackenbush
Tri County



Member 16
Judy Thompson
ESU 16



Appointed Member
Lisa Albers
Grand Island



Appointed Member
Skip Altig
North Platte



Appointed Member
Brian Copsy
Gering



Appointed Member
Kyle Fisher
Springfield Platteview



Appointed Member
Steve Koch
Hershey



Appointed Member
Stephanie Summers
David City



Appointed Member
Lisa Wagner
Central City



Appointed Member
Brad Wilkins
Ainsworth

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

NASB POSITIONS ENCLOSED

Leadership

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Vision

Engagement

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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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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

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)

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)

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CONDITIONS OF CHILDREN

S-9 — ABUSE OF ALCOHOL, TOBACCO, & OTHER DRUGS

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

S-10 — AT-RISK STUDENTS AND THE ACHIEVEMENT GAP

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

S-11 — COOPERATION WITH HHS

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

S-12 — EARLY CHILDHOOD EDUCATION

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

S-13 — ENROLLMENT OPTION; HOMEBOUND STUDENTS

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

S-14 — ENROLLMENT OPTION LIMITATION

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

S-15 — LIABILITY FOR MEDICATION ADMINISTRATION

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

S-16 — NUTRITION EDUCATION/STUDENT WELLNESS

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

S-17 — SAFE SCHOOL ENVIRONMENT

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

S-18 — STATEWIDE POVERTY/TRAUMA FUNDING

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

S-19 — STUDENT DISCIPLINE

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

CURRICULUM & INSTRUCTION

S-20 — ACCESS TO EQUAL EDUCATION OPPORTUNITIES

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

S-21 — ACHIEVEMENT TEST SCORE USE

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

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S-22 — ASSESSMENT OF STUDENT LEARNING

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

S-23 — CULTURAL DIVERSITY

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

S-24 — CURRICULUM ADOPTION

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

S-25 — LIBRARY/MEDIA CONTENT

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

S-26 — RESPONDING TO SPECIAL EDUCATION COSTS

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

S-27 — STUDENT EXPRESSION

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

S-28 — TECHNOLOGY

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

FUNDING & FINANCE

S-29 — ACCOUNTING OF FUNDS

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

S-30 — BUDGET LID: GROWTH FACTOR

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

S-31 — COMPENSATION FOR STATEWIDE STANDARDS & ASSESSMENTS

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

S-32 — ELIMINATION OF BUDGET RESERVE LIMITS

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

S-33 — ELIMINATION OF EXPENDITURE LIMITATION

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

S-34 — ESU CORE SERVICES FUNDING

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

S-35 — FINANCING CAPITAL IMPROVEMENTS

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

S-36 — FISCAL POLICY

NASB believes the Governor and Legislature must work together to create fiscal policy that will adequately fund public education statewide based upon the needs of students and not driven by a pre-set allocation of funds for education regardless of need. Nebraska demographics and student needs are dynamic, as are the changing education standards required to be competitive nationally and internationally. To meet this challenge, fiscal policy would be built upon a broad base with the lowest possible rates to provide stability in the tax base and revenue stream, provide local government with the tools to generate adequate financial resources, yet equalize financial support among taxpayers, and assure the principle of uniform assessment. (prior to 1995, amended 2009)

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S-37 — FOR-PROFIT ENTITIES OPERATING IN TAX-EXEMPT ZONES

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

S-38 — FUNDING OF MANDATED PROGRAMS

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

S-39 — FUNDING: SCHOOL DISTRICT INFRASTRUCTURE, SITE PURCHASES AND BUILDING OPERATING EXPENSES

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

S-40 — GENERAL FUND RESERVE LIMIT EXCEPTION

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

S-41 — INCLUDING GIFTS, DONATIONS, OR FOUNDATION FUNDS AS RECEIVABLES

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

S-42 — K-12 SCHOOL TRUST LAND AND PERMANENT SCHOOL FUND

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

S-43 — LEGISLATION IMPLEMENTATION

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

S-44 — LEGISLATIVE REVIEW OF STATUTORY DEADLINES

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

S-45 — PROPERTY TAX REFORM/RELIEF

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

S-46 — REVENUE REDUCTIONS FOR SCHOOL DISTRICTS AFFECTED BY PROPERTY VALUATION LOSSES

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

S-47 — SCHOOL DISTRICT OPTIONS IN DEALING WITH LARGE, UNANTICIPATED REVENUES

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

S-48 — SPECIAL BUILDING FUND TAX LEVY EXCLUSION

NASB supports amending the Nebraska Statutes that address budgeting and spending lid restrictions to allow school districts the ability to utilize up to fourteen cents of the Special Building Fund tax levy outside of the budgeting and spending lid restriction so that districts can plan for and fund capital improvement projects, building repairs and upgrades, and school district infrastructure needs. (2007, amended 2020)

S-49 — STATE FUNDING SYSTEM

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

- Invests in the education of all Nebraska public school children;
- Establishes a state fund or funding mechanism that assists Nebraska public schools with the costs of maintaining and constructing facilities;
- Reduces our dependence on local property taxes by drawing revenue from multiple funding sources;
- Promotes the responsibility of locally elected school boards to make sound, transparent school budget decisions;
- Provides funding in a timely and predictable manner;
- Includes the principle of equalization;
- Funds the total excess allowable costs for special education and support services; and
- Recognizes that a long-term solution to education funding will require an ongoing, collaborative effort to execute a vision and strategic plan to grow and diversify our economy. (1997, amended 2009, 2018)

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S-50 — USE OF A UNIFORM VALUATION CALCULATION TO DETERMINE LOCAL RESOURCES AND STATE AID

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

S-51 — VOUCHERS AND TAX CREDITS

NASB opposes any attempt to amend or circumvent the Nebraska and United States Constitutions to permit the use of public funds for the support, either direct or indirect, of schools not controlled by the public at large. NASB opposes any state or federal legislation allowing either tax credits or vouchers for children, or the parents or guardians of children attending nonpublic schools, or donors to scholarship funds for non-public education. (prior to 1995, amended 2020)

GOVERNANCE & STRUCTURE

S-52 — ACCOUNTABILITY

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

S-53 — ALLIED SCHOOLS

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

S-54 — AMEND OPEN MEETINGS ACT FOR EVALUATIONS

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

S-55 — AUTHORITY OF SCHOOL BOARDS

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

S-56 — CHARTER SCHOOLS

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

S-57 — DUTIES OF SCHOOLS

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

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

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

S-59 — EDUCATIONAL SERVICE UNIT GOVERNANCE

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

S-60 — EDUCATIONAL SERVICE UNIT REORGANIZATION

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

S-61 — INTERACTIVE REMOTE COMMUNICATION TECHNOLOGY (TELEVIDEO)

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

S-62 — ORGANIZATION

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

S-63 — PERSONAL LIABILITY

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

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

S-65 — RESTRICTION OF RESOURCES & BOARD RESPONSIBILITIES
NASB supports legislation allowing local boards to function as elected officials and to continue to establish policies, including finance policies, as representatives of the constituents who elected them. (1997)

S-66 — SCHOOL ACTIVITIES
NASB supports direct involvement by boards of education in the governance and activities of the Nebraska School Activities Association. (prior to 1995)

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

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-68 — ACTIVITY ASSIGNMENTS
NASB opposes legislation that would require a separate written employment contract for coaching or any other activity assignment that would require that a person be notified by a specified date of the termination of an assignment for the following year. (1999)

S-69 — COMPENSATION
NASB will support a concept of compensation for teachers which is not based solely upon the experience and education attainment of teachers as found on standard salary schedules. (1995)

S-70 — CRIMINAL BACKGROUND CHECKS
NASB supports legislation which would aid public schools and ESUs in obtaining criminal background history information on prospective and current employees, and personnel provided through any contract service provider or anyone working on school property. (1999, amended 2006)

S-71 — EMPLOYEE BONUSES AND INCENTIVES
NASB supports legislation creating a comprehensive plan to recruit, retain and reward highly qualified individuals for teaching professions throughout the state, including offering incentives to encourage employees to sign a contract of employment. (2001, amended 2015)

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

S-73 — MEDICAL INSURANCE
NASB supports the concept of exploring alternatives to the costs of health insurance for the purpose of assuring the greatest allocation of our financial resources to education programs and services for children. (prior to 1995, amended 2003)

S-74 — RECOGNITION
NASB urges local school boards to develop and implement programs which recognize individuals for significant accomplishments and community service, experience, and competency. (prior to 1995, amended 2014)

S-75 — RETIREMENT
NASB supports legislation to assure a retirement system that is sound, adequate, and sustainable for school districts and ESUs. (prior to 1995, amended 2012)

S-76 — SCOPE OF BARGAINING
NASB believes negotiations with employees should be limited to matters of employee salaries and fringe benefits, and opposes any attempt to broaden the scope of negotiations to include matters of policy and management rights. (prior to 1995)

S-77 — STAFF DEVELOPMENT AND EVALUATION
NASB supports in-service training, enrichment programs, and continuing education for professional staff. Regular evaluations of performance, competency in the subject areas, and demonstrated ability to instruct or manage, in part as shown through student performance, should be conducted to promote professional growth. (1995)

STATE POLICY

S-78 — ADVISORY GROUPS
NASB requests that there be board of education representatives on all government commissions, councils, and committees which could have an impact on local school district policy or finance. (1995)

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S-79 — CHOICE AND AFFILIATION

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

S-80 — CONSTITUTIONAL RIGHTS & RESPONSIBILITIES

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

S-81 — CORPORATE SPONSORSHIPS IN SCHOOLS

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

S-82 — EDUCATIONAL SERVICE UNITS

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

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

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

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

(2009, amended 2016)

S-84 — INDEPENDENT SCHOOL DISTRICTS

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

S-85 — LOCAL CONTROL FOR PUBLIC PK-12 SCHOOLS

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

S-86 — LOCAL DISTRICT ADVOCACY

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

S-87 — NDE AUTHORITY

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

S-88 — NONPUBLIC SCHOOLS STANDARDS

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

S-89 — POLICY LEADERSHIP & VISION ON THE FUTURE OF NEBRASKA'S PK-12 SCHOOLS

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



Board of Education Legislative Goals 2022/2023

Ralston Public Schools Non-negotiables

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

Board of Education Legislative Goals

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

2023 NEBRASKA UNICAMERAL LEGISLATURE
Alphabetical List

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

As of 11/17/2023

| Senator | District | Capitol Phone | Room | City |
|-----------------------------|-----------------|----------------------|------------------------|--------------|
| Aguilar, Raymond | 35 | 471-2617 | 1118 | Grand Island |
| Albrecht, Joni | 17 | 471-2716 | 1404 | Thurston |
| Arch, John | 14 | 471-2730 | 2103 | La Vista |
| Armendariz, Christy | 18 | 471-2618 | 10 th Floor | Omaha |
| Ballard, Beau | 21 | 471-2673 | 10 th Floor | Lincoln |
| Blood, Carol | 3 | 471-2627 | 1021 | Bellevue |
| Bosn, Carolyn | 25 | 471-2731 | 1529 | Lincoln |
| Bostar, Eliot | 29 | 471-2734 | 1012 | Lincoln |
| Bostelman, Bruce | 23 | 471-2719 | 1210 | Brainard |
| Brandt, Tom | 32 | 471-2711 | 1528 | Plymouth |
| Brewer, Tom | 43 | 471-2628 | 1423 | Gordon |
| Cavanaugh, John | 9 | 471-2723 | 1008 | Omaha |
| Cavanaugh, Machaela | 6 | 471-2714 | 1115 | Omaha |
| Clements, Robert | 2 | 471-2613 | 1004 | Elmwood |
| Conrad, Danielle | 46 | 471-2720 | 1206 | Lincoln |
| Day, Jen | 49 | 471-2725 | 1018 | Omaha |
| DeBoer, Wendy | 10 | 471-2718 | 1114 | Bennington |
| DeKay, Barry | 40 | 471-2801 | 1015 | Niobrara |
| Dorn, Myron | 30 | 471-2620 | 1208 | Adams |
| Dover, Robert | 19 | 471-2929 | 2011 | Norfolk |
| Dungan, George | 26 | 471-2610 | 1016 | Lincoln |
| Erdman, Steve | 47 | 471-2616 | 1124 | Bayard |
| Fredrickson, John | 20 | 471-2622 | 2015 | Omaha |
| Halloran, Steve | 33 | 471-2712 | 1022 | Hastings |
| Hansen, Ben | 16 | 471-2728 | 1402 | Blair |
| Hardin, Brian | 48 | 471-2802 | 2004 | Gering |
| Holdcroft, Rick | 36 | 471-2642 | 10 th Floor | Bellevue |
| Hughes, Jana | 24 | 471-2756 | 10 th Floor | Seward |
| Hunt, Megan | 8 | 471-2722 | 2107 | Omaha |
| Ibach, Teresa | 44 | 471-2805 | 1110 | Sumner |
| Jacobson, Mike | 42 | 471-2729 | 1523 | North Platte |
| Kauth, Kathleen | 31 | 471-2327 | 1522 | Omaha |
| Linehan, Lou Ann | 39 | 471-2885 | 1116 | Elkhorn |
| Lippincott, Loren | 34 | 471-2630 | 1017 | Central City |
| Lowe, John S., Sr. | 37 | 471-2726 | 1019 | Kearney |
| McDonnell, Mike | 5 | 471-2710 | 1101 | Omaha |
| McKinney, Terrell | 11 | 471-2612 | 1212 | Omaha |
| Meyer, Frederic | 41 | 471-2631 | 2108 | St. Paul |
| Moser, Mike | 22 | 471-2715 | 1202 | Columbus |
| Murman, Dave | 38 | 471-2732 | 1107 | Glenvil |
| Raybould, Jane | 28 | 471-2633 | 10 th Floor | Lincoln |
| Riepe, Merv | 12 | 471-2623 | 2010 | Ralston |
| Sanders, Rita | 45 | 471-2615 | 2028 | Bellevue |
| Slama, Julie | 1 | 471-2733 | 1117 | Sterling |
| Vargas, Tony | 7 | 471-2721 | 1000 | Omaha |
| von Gillern, R. Brad | 4 | 471-2621 | 10 th Floor | Elkhorn |
| Walz, Lynne | 15 | 471-2625 | 1120 | Fremont |
| Wayne, Justin T. | 13 | 471-2727 | 1103 | Omaha |
| Wishart, Anna | 27 | 471-2632 | 2000 | Lincoln |

2023 NEBRASKA UNICAMERAL LEGISLATURE

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

As of 11/17/2023

| District | Senator | Capitol Phone | Room | City |
|----------|----------------------|----------------|------------------------|--------------|
| 1 | Slama, Julie | (402) 471-2733 | 1117 | Sterling |
| 2 | Clements, Robert | (402) 471-2613 | 1004 | Elmwood |
| 3 | Blood, Carol | (402) 471-2627 | 1021 | Bellevue |
| 4 | von Gillern, R. Brad | (402) 471-2621 | 10 th Floor | Elkhorn |
| 5 | McDonnell, Mike | (402) 471-2710 | 1101 | Omaha |
| 6 | Cavanaugh, Machaela | (402) 471-2714 | 1115 | Omaha |
| 7 | Vargas, Tony | (402) 471-2721 | 1000 | Omaha |
| 8 | Hunt, Megan | (402) 471-2722 | 2107 | Omaha |
| 9 | Cavanaugh, John | (402) 471-2723 | 1008 | Omaha |
| 10 | DeBoer, Wendy | (402) 471-2718 | 1114 | Bennington |
| 11 | McKinney, Terrell | (402) 471-2612 | 1212 | Omaha |
| 12 | Riepe, Merv | (402) 471-2623 | 2010 | Ralston |
| 13 | Wayne, Justin T. | (402) 471-2727 | 1103 | Omaha |
| 14 | Arch, John | (402) 471-2730 | 2103 | La Vista |
| 15 | Walz, Lynne | (402) 471-2625 | 1120 | Fremont |
| 16 | Hansen, Ben | (402) 471-2728 | 1402 | Blair |
| 17 | Albrecht, Joni | (402) 471-2716 | 1404 | Thurston |
| 18 | Armendariz, Christy | (402) 471-2618 | 10 th Floor | Omaha |
| 19 | Dover, Robert | (402) 471-2929 | 2011 | Norfolk |
| 20 | Fredrickson, John | (402) 471-2622 | 2015 | Omaha |
| 21 | Ballard, Beau | (402) 471-2673 | 10 th Floor | Lincoln |
| 22 | Moser, Mike | (402) 471-2715 | 1202 | Columbus |
| 23 | Bostelman, Bruce | (402) 471-2719 | 1210 | Brainard |
| 24 | Hughes, Jana | (402) 471-2756 | 10 th Floor | Seward |
| 25 | Bosn, Carolyn | (402) 471-2731 | 1529 | Lincoln |
| 26 | Dungan, George | (402) 471-2610 | 1016 | Lincoln |
| 27 | Wishart, Anna | (402) 471-2632 | 2000 | Lincoln |
| 28 | Raybould, Jane | (402) 471-2633 | 10 th Floor | Lincoln |
| 29 | Bostar, Eliot | (402) 471-2734 | 1012 | Lincoln |
| 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 | 1022 | Hastings |
| 34 | Lippincott, Loren | (402) 471-2630 | 1017 | Central City |
| 35 | Aguilar, Raymond | (402) 471-2617 | 1118 | Grand Island |
| 36 | Holdcroft, Rick | (402) 471-2642 | 10 th Floor | Bellevue |
| 37 | Lowe, John S., Sr. | (402) 471-2726 | 1019 | Kearney |
| 38 | Murman, Dave | (402) 471-2732 | 1107 | Glensvil |
| 39 | Linehan, Lou Ann | (402) 471-2885 | 1116 | Elkhorn |
| 40 | DeKay, Barry | (402) 471-2801 | 1015 | Niobrara |
| 41 | Meyer, Frederic | (402) 471-2631 | 2108 | St. Paul |
| 42 | Jacobson, Mike | (402) 471-2729 | 1523 | North Platte |
| 43 | Brewer, Tom | (402) 471-2628 | 1423 | Gordon |
| 44 | Ibach, Teresa | (402) 471-2805 | 1110 | Sumner |
| 45 | Sanders, Rita | (402) 471-2615 | 2028 | Bellevue |
| 46 | Conrad, Danielle | (402) 471-2720 | 1206 | Lincoln |
| 47 | Erdman, Steve | (402) 471-2616 | 1124 | Bayard |
| 48 | Hardin, Brian | (402) 471-2802 | 2004 | Gering |
| 49 | Day, Jen | (402) 471-2725 | 1018 | Omaha |

2023 LEGISLATIVE COMMITTEES

Committee on Committees Report Standing Committees

Updated 11/6/2023

Agriculture (8)

Rm. 1524 – Tuesday

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

Appropriations (9)

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

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

Banking, Commerce and Insurance (8)

Rm. 1507 – Monday & Tuesday

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

Business and Labor (7)

Rm. 1524 – Monday

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

Education (8)

Rm. 1525 – Monday & Tuesday

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

General Affairs (8)

Rm. 1510 – Monday

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

Government, Military and Veterans Affairs (8)

Rm. 1507 – Wednesday, Thursday, & Friday

Brewer (C), Sanders (VC), Aguilar, Conrad, Halloran, Hunt, Lowe, Raybould

Health and Human Services (7)

Rm. 1510 – Wednesday, Thursday, & Friday

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

Judiciary (8)

Rm. 1113 – Wednesday, Thursday, & Friday

Wayne (C), DeBoer (VC), Blood, Bosn, DeKay, Holdcroft, Ibach, McKinney

Natural Resources (8)

Rm. 1525 – Wednesday, Thursday, & Friday

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

Nebraska Retirement Systems (6)

Rm 1525 – At call of Chair

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

Revenue (8)

Rm. 1524 – Wednesday, Thursday, & Friday

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

Transportation and Telecommunications (8)

Rm. 1113 – Monday & Tuesday

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

Urban Affairs (7)

Rm. 1510 – Tuesday

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

Aguilar (VC), Arch, Ballard, Bostar, Lowe, Riepe, Slama, Vargas, Clements (nonvoting ex officio)

Rules (6)

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

Special Committees

Building Maintenance (6)

von Gillern (C), Hughes (VC), Clements, Dorn, Ibach, McDonnell

Education Commission of the States (3)

Kauth, Linehan, Walz

Executive Board of the Legislative Council (9)

Aguilar (VC), Arch, Ballard, Bostar, Lowe, Riepe, Slama, Vargas, Clements (nonvoting ex officio)

Justice Reinvestment Oversight (5)

Wayne (C), Cavanaugh, J., DeKay, Holdcroft, Raybould

Legislative Performance Audit (7)

Dorn (C), Jacobson (VC), Arch, Brandt, Cavanaugh, M., Clements,

Midwestern Higher Education Compact (2)

Cavanaugh, J., Walz

Planning Committee (9)

DeBoer (C), Vargas (VC), Arch, Bostar, Cavanaugh, J., Clements, Holdcroft, Ibach

State-Tribal Relations Committee (7)

Day (C), DeKay (VC), Albrecht, Brewer, Hunt, Wayne, Wishart

Statewide Tourism and Recreation Water Access and Resource Sustainability (STAR WARS) (11)

Arch (C), Ballard, Bostar, Bostelman, DeKay, Dover, Holdcroft, Jacobson, McDonnell, Raybould, Wishart

NASB BOARD QUICKS

A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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

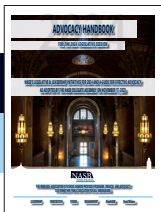
To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'. If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance. All Dates & Locations Tentative & Subject to Change

Events & Networking - <https://members.nasbonline.org/events>



Your Monthly Board Agenda Update Video Links from NASB

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



14th Annual Nebraska Child Health & Education Summit - December 13 - Omaha
Coming Soon ... Your 2024 NASB Advocacy Handbook for the Legislative Session



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

REG NOW!



Board Presidents Retreat - February 4-5 - Kearney

Continued on Page 2



Leadership

Innovation

Vision

Engagement

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#weLIVEhere

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

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A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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PAGE 2



Budget & Finance Workshop - March 5 - Lincoln

Budget & Finance Workshop - March 19 - North Platte

Budget & Finance Workshop - March 20 - Gering

NAEP State Convention - March 27-28 - Kearney

YOUR 2023 PLATINUM AFFILIATES

ALICAP

AMERICAN FIDELITY
a different opinion

BCDM
architects

Boyd Jones

BVH
ARCHITECTURE

**CLARK &
ENERSEN**

CMBA
ARCHITECTS

COMMUNITY
BUILDING SOLUTIONS

CROUCH
RECREATION

D|A DAVIDSON

filament
ESSENTIAL SERVICES

GLOBAL
ROOFING COMPANY

HAMILTON

HAUSMANN
construction

NEBRASKA
LIQUID
ASSET FUND

PIPER | SANDLER

prm
PUBLIC RISK
MANAGEMENT
INCORPORATED

RENAISSANCE
R

Sampson
Construction

SPARQ DATA
SOLUTIONS

WILKINS
ARCHITECTURE | DESIGN | PLANNING

If your business would like to become an Affiliate Member of NASB, please visit: <https://members.nasbonline.org/about-us/affiliate-members>

NASB
Nebraska Association of
SCHOOL BOARDS

Leadership

Innovation

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



Monthly Update for your Board Meeting Agenda

December 2023

Networking & Events
Latest 'Board Notes' – Monthly Newsletter
Annual Board Calendar Summary
Government Relations & Advocacy
This Month In ...
Monthly Agenda Video Updates & NASB's Video Resources
Contact Us



2024 Advocacy Handbook

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

(www.NASBonline.org – Government Relations – Advocacy Handbook)

COMING SOON ... With the approval of the NASB bylaws, standing positions and legislative resolutions at the 2023 Delegate Assembly, look for the 2024 NASB Advocacy Handbook to be posted prior to this year's legislative session.



Networking & Events ... Register Now

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

(www.NASBonline.org – Events)

All Dates & Locations Tentative & Subject to Change

14th Annual Nebraska Child Health & Education Summit - December 13 - Omaha

<https://www.eventbrite.com/e/14th-annual-ne-child-health-education-summit-tickets-749525329437?aff=oddtcreator%20>

JANUARY 2024

School Board Member Week in Nebraska - January 21-28

<https://members.nasbonline.org/events/school-board-member-week>

Legislative Issues Conference - January 21-22 - Lincoln

<https://members.nasbonline.org/events/legislative-issues-conference>

Board President's Retreats - January 28-29 - Norfolk

<https://members.nasbonline.org/events/board-president-retreat>

FEBRUARY 2024

Board President's Retreats - February 4-5 – Kearney

<https://members.nasbonline.org/events/board-president-retreat>



Latest 'Board Notes' – Monthly Newsletter

<https://members.nasbonline.org/news-resources/board-notes-newsletter>

(www.NASBonline.org - News & Resources - Board Notes)

- *Learning, Leading & Lasting Impressions*
- *The Annual Passing of the Gavel*
- *At The Board Table*
- *ALICAP Recognizes its Annual Award Winners*
- *EPIC Tax Referendum & The Use of Public Resources*
- *AI in Education*
- *Training, Networking, Engagement & Events*
- *This Month In ... And Much More!*



"Annual Board Calendar Summary"

View the full detailed calendar at:

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

(www.NASBonline.org – Board Leadership – Resources)

December Board Agenda Items

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

- **Advocacy** - Review the 2024 Legislative Session Calendar
- **Student Accountability** - Review the NDE State of Schools Report
- **District/ESU Resources [Budget]** - ESU Annual Financial Report On or before January 31, the ESU Administrator of each ESU will submit to the Commissioner of Education an Annual Financial Report. § 79-1229
- **Board Elections** - Notify the County Clerk/Election Commissioner. On or before February 1, the board must notify the County Clerk of Election Commissioner of the member seats open for the upcoming election.

****Review the full November Agenda in 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 or Marcia Herring at 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 402-817-0296 to schedule your board's next retreat.

NASB President Retreats

January 28-29, 2024 in Norfolk

February 4-5, 2024 in Kearney

Join the NASB Board Leadership Team in Norfolk and Kearney for the opportunity to engage with fellow or other leadership teams including the board president, aspiring presidents, and superintendents. The agenda will include a leadership activity on Sunday with a social and 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.



Government Relations & Advocacy

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

(www.NASBonline.org – Government Relations)

The 2024 Legislative Session starts January 3rd!



This Month In ...

<https://members.nasbonline.org/news-resources/board-notes-newsletter>

(www.NASBonline.org - News & Resources - Board Notes)

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the Board Notes newsletter for “This Month In ...”
Advocacy & Government Relations - ALICAP & Insurance - Board Leadership - Data Analytics - Energy Purchasing - Member Engagement - Policy - Search, Strengths & Awards - Technology



Monthly Agenda Video Updates & NASB's Video Resources

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

(www.NASBonline.org - News & Resources – Video Library)

Monthly Board Agenda videos, Legal Resources, NASB's Live & Learn Series, Member Zoom's, Q&A's with the Governor and Commissioner Blomstedt, EHA Updates, Advocacy breakdowns, and MUCH more!



Contact Us

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

(www.NASBonline.org – About Us)

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and on Facebook at www.facebook.com/NASBonline



Ralston Enrollment Report as of 12/11/2023

| BLUMFIELD ELEMENTARY | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| PS | 2.00 | 18 | 0 | 2 | 20 | 0 |
| KG | 2.00 | 39 | 1 | 0 | 40 | 1 |
| 01 | 2.00 | 32 | 5 | 0 | 37 | 0 |
| 02 | 2.00 | 32 | 7 | 0 | 39 | 0 |
| 03 | 2.00 | 31 | 6 | 0 | 37 | 0 |
| 04 | 2.00 | 28 | 8 | 1 | 37 | 0 |
| 05 | 2.00 | 40 | 11 | 0 | 51 | 0 |
| 06 | 2.00 | 35 | 12 | 0 | 47 | 0 |
| Building Total: | | 255 | 50 | 3 | 308 | 1 |

| KAREN WESTERN ELEMENTARY | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|--------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| PS | 1.00 | 26 | 0 | 2 | 28 | 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 | 3 | 227 | 0 |

| MEADOWS ELEMENTARY | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| PS | 2.00 | 34 | 0 | 1 | 35 | 0 |
| KG | 2.00 | 37 | 4 | 0 | 41 | 0 |
| 01 | 2.00 | 36 | 10 | 0 | 46 | 0 |
| 02 | 2.00 | 31 | 9 | 0 | 40 | 0 |
| 03 | 2.00 | 29 | 8 | 0 | 37 | 0 |
| 04 | 2.00 | 24 | 9 | 2 | 35 | 0 |
| 05 | 2.00 | 24 | 9 | 0 | 33 | 0 |
| 06 | 2.00 | 23 | 13 | 1 | 37 | 0 |
| Building Total: | | 238 | 62 | 4 | 304 | 0 |

| MOCKINGBIRD ELEMENTARY | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| PS | 1.00 | 19 | 0 | 1 | 20 | 0 |
| KG | 3.00 | 52 | 9 | 0 | 61 | 0 |
| 01 | 3.00 | 49 | 6 | 1 | 56 | 0 |
| 02 | 3.00 | 63 | 9 | 0 | 72 | 0 |
| 03 | 3.00 | 43 | 11 | 0 | 54 | 0 |
| 04 | 2.00 | 40 | 7 | 0 | 47 | 0 |
| 05 | 3.00 | 49 | 17 | 0 | 66 | 0 |
| 06 | 2.00 | 45 | 7 | 1 | 53 | 0 |
| Building Total: | | 360 | 66 | 3 | 429 | 0 |

Ralston Enrollment Report as of 12/11/2023

| SEYMOUR ELEMENTARY | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| PS | 1.00 | 19 | 0 | 1 | 20 | 0 |
| KG | 2.00 | 35 | 2 | 1 | 38 | 1 |
| 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 | 5 | 40 | 0 |
| 06 | 1.50 | 33 | 5 | 1 | 39 | 0 |
| Building Total: | | 245 | 37 | 13 | 295 | 1 |

| 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 | 27 | 8 | 0 | 35 | 0 |
| 01 | 2.00 | 33 | 12 | 0 | 45 | 0 |
| 02 | 2.00 | 27 | 11 | 0 | 38 | 0 |
| 03 | 2.00 | 24 | 11 | 0 | 35 | 0 |
| 04 | 2.00 | 28 | 10 | 0 | 38 | 0 |
| 05 | 2.00 | 23 | 11 | 1 | 35 | 0 |
| 06 | 2.00 | 26 | 12 | 0 | 38 | 0 |
| Building Total: | | 223 | 75 | 1 | 299 | 0 |

| RALSTON MIDDLE SCHOOL | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| 07 | | 178 | 63 | 1 | 242 | 1 |
| 08 | | 163 | 69 | 5 | 237 | 3 |
| Building Total: | | 341 | 132 | 6 | 479 | 4 |

| RALSTON HIGH SCHOOL | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|---------------------|---------|--------------------|----------------------|-------------------|----------------|------------------|
| 09 | | 185 | 74 | 0 | 259 | 4 |
| 10 | | 181 | 71 | 0 | 252 | 0 |
| 11 | | 167 | 88 | 0 | 255 | 2 |

Ralston Enrollment Report as of 12/11/2023

| RALSTON HIGH SCHOOL | Nbr Sec | Current Enrollment | Option-In Enrollment | External Students | Total Students | Nbr Apps Pending |
|------------------------|------------|-----------------------|-------------------------|----------------------|-------------------|---------------------|
| 12 | | 179 | 98 | 0 | 277 | 0 |
| Building Total: | | 712 | 331 | 0 | 1043 | 6 |
| <hr/> | | | | | | |
| District Total: | | 2548 | 803 | 33 | 3384 | 12 |
| KG: | | 211 | 32 | 1 | 244 | 2 |
| 01: | | 207 | 48 | 3 | 258 | 0 |
| 02: | | 199 | 50 | 1 | 250 | 0 |
| 03: | | 192 | 51 | 2 | 245 | 0 |
| 04: | | 169 | 45 | 4 | 218 | 0 |
| 05: | | 187 | 57 | 6 | 250 | 0 |
| 06: | | 179 | 57 | 3 | 239 | 0 |
| 07: | | 178 | 63 | 1 | 242 | 1 |
| 08: | | 163 | 69 | 5 | 237 | 3 |
| 09: | | 185 | 74 | 0 | 259 | 4 |
| 10: | | 181 | 71 | 0 | 252 | 0 |
| 11: | | 167 | 88 | 0 | 255 | 2 |
| 12: | | 179 | 98 | 0 | 277 | 0 |

Ralston Public Schools | 2024-2025 CALENDAR

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

2-6 New teacher days
7-9 Pre-service
12 First day (PK, Kg, 7, & 9)
1:30 p.m. dismissal
13 All students

| FEBRUARY 2025 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |

17 Comp day for conferences

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

2 Labor Day
3 Professional learning

| MARCH 2025 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

7 End 3rd Quarter (45 days)
10 Teacher workday (AM)
Collaborative plan (PM)
31 Spring break

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

11 End 1st Quarter (43 days)
14 Comp day for conferences
15 Teacher workday (AM)
Collaborative plan (PM)

| APRIL 2025 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

1-4 Spring break
18 No school
21 Professional learning

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

1 Professional learning
27-29 Thanksgiving break

| MAY 2025 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

22 End 4th Quarter (46 days)
23 Teacher workday
26 Memorial Day

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

19 End 2nd Quarter (43 days)
20 Teacher workday
23-31 Winter break

| JUNE 2025 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

19 Juneteenth

| JANUARY 2025 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

1 Winter break
20 Professional learning

| JULY 2025 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

1st Semester: 86 student days
2nd Semester: 91 student days

- No school for students
- No school / staff report
- Early release day

Ralston Public Schools | 2025-2026 CALENDAR

| AUGUST 2025 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

1-5 New teacher days
6-8 Pre-service
11 First day (PK, Kg, 7, &9)
1:30 p.m. dismissal
12 All students

| FEBRUARY 2026 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| | | | | | | |
| | | | | | | |

16 Comp day for conferences

| SEPTEMBER 2025 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |
| | | | | | | |

1 Labor Day
2 Professional learning

| MARCH 2026 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
| | | | | | | |

6 End 3rd Quarter (43 days)
9 Teacher workday (AM)
Collaborative plan (PM)
30-31 Spring break

| OCTOBER 2025 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| | | | | | | |

10 End 1st Quarter (43 days)
13 Comp day for conferences
14 Teacher workday (AM)
Collaborative plan (PM)

| APRIL 2026 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |
| | | | | | | |

1-3 Spring break
6 Professional learning

| NOVEMBER 2025 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

7 Professional learning
26-28 Thanksgiving break

| MAY 2026 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

21 End 4th quarter (47 days)
22 Teacher workday
25 Memorial Day

| DECEMBER 2025 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |
| | | | | | | |

19 End 2nd Quarter (44 days)
22 Teacher workday
23-31 Winter break

| JUNE 2026 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |
| | | | | | | |

19 Juneteenth

| JANUARY 2026 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | | | | | | |

1-2 Winter break
19 Professional learning

| JULY 2026 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| | | | | | | |

1st Semester: 87 student days
2nd Semester: 90 student days

- No school for students
- No school / staff report
- Early release day



Ralston
PUBLIC SCHOOLS

Superintendent Evaluation System

Board of Education Policy: 4057
AdvancED Standard: Leadership Capacity



4057

Superintendent Evaluation

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

Purpose. The purposes of the formal job evaluation are:

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

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

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

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

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



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

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

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

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

Superintendent Evaluation Process

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

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



Superintendent Evaluation Definitions:

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

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

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

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

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

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

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

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

Effective Practices

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



1. **Shared Vision and Strategic Direction**

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

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

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

3. **Collaboration with Families and Community**

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

4. **Continuous Improvement and Accountability**

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

5. **Teaching and Learning**

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

6. **Personnel Leadership**

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

7. **Systems Leadership and Management**

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

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

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

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

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



Effective Practices, Indicators, and Evidence Rubric

EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction

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

Indicators and Evidence

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

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



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

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

Indicators and Evidence

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



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

EFFECTIVE PRACTICE: (3) Collaboration with Families and Community

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

Indicators and Evidence

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

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

EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability

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

Indicators and Evidence

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

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

EFFECTIVE PRACTICE: (5) Teaching and Learning

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

Indicators and Evidence

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

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

EFFECTIVE PRACTICE: (6) Personnel Leadership

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

Indicators and Evidence

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

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

Narrative:

Superintendent Signature: _____

Date: _____

Board President Signature: _____

Date: _____



Superintendent Evaluation Effective Practice 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.

| 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 the 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 the 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.

| 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.

| 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.

| 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.

| 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.

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



EFFECTIVE PRACTICE: (7) Systems Leadership and Management

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

| 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.

| 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.

| 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> |





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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NASB SUPERINTENDENT EVALUATION SYSTEM

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

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

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

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

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

SUPERINTENDENT EVALUATION OUTLINE

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

Designing an effective board process:

The board president will:

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

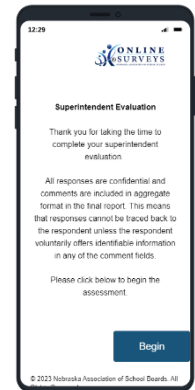
Superintendent evaluation must be filed with NDE and certified before it is utilized by the board according to 007.06 Certificated-Employee Evaluation and the full contents of the section of Rule 10.

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

NASB SUPERINTENDENT ONLINE EVALUATION SYSTEM

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

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



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

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

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

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



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

SUPERINTENDENT PAY TRANSPARENCY ACT

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

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

Superintendent Pay Transparency Act Statutory Requirements

Step 1. (CURRENT Superintendent)

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

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

Step 2. (NEW HIRE of the Superintendent)

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

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

Step 3. (RESPONSIBILITIES Following Board Action)

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

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

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

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

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

NASB STANDARD SUPERINTENDENT EVALUATION INSTRUMENT

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

Standard I: Mission, Vision, & Goals

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

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

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



Standard II: Policy

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

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

The Superintendent . . .

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

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

Standard III: Budget Planning & Management

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

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

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

Standard IV: Educational Leadership

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

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

The Superintendent . . .

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

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

Standard V: Organizational & Cultural Leadership

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

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

The Superintendent . . .

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

Standard VI: Community Relations

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

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

The Superintendent . . .

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

Standard VII: Professional Leadership

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

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

The Superintendent . . .

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

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

Standard VIII: Board-Superintendent Relations

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

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

The Superintendent . . .

| | | Excellent | Good | Average | Fair | Poor | Unsure |
|---------|--|-----------|------|---------|------|------|--------|
| VIII.a. | Maintains an appropriate and professional relationship with the board. | | | | | | |
| VIII.b. | Keeps all board members informed with consistent and open communication. | | | | | | |
| VIII.c. | Demonstrates support and respect for the board and refrains from public criticism of the board. | | | | | | |
| VIII.d. | Demonstrates collaborative problem solving and decision-making. | | | | | | |
| VIII.e. | Supports board committee work as part of effective board decision-making. | | | | | | |
| VIII.f. | Collaboratively supports or opposes, local, state and/or federal legislation impacting the district. | | | | | | |
| | <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 • Board committee minutes • Communication plan • Board development plan • Board policies • Meeting agendas/minutes • Retreat agendas/minutes | | | | | | |
| | If you were to suggest one improvement to Board-Superintendent Relations for the upcoming year, what would it be? | | | | | | |

Standard IX: Strategic Planning

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

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

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

NASB STANDARD SUPERINTENDENT JOB DESCRIPTION

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

Overview of the Position of Superintendent

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

Performance Responsibilities:

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

Job Requirements:

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

Reports to:

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

Job Responsibilities:

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

Standard I: Mission, Vision, and Goals

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

Performance Indicators:

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

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

Standard II: Policy

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

Performance Indicators:

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

Standard III: Budget Planning and Management

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

Performance Indicators:

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

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

Standard IV: Educational Leadership

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

Performance Indicators:

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

Standard V: Organizational and Cultural Leadership

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

Performance Indicators:

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

Standard VI: Community Relations

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

Performance Indicators:

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

Standard VII: Professional Leadership

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

Performance Indicators:

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

Standard VIII: Board-Superintendent Relations

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

Performance Indicators:

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



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

Standard IX. Strategic Plan

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

Performance Indicators:

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

NASB STANDARD SUPERINTENDENT EVALUATION SAMPLE REPORT:



Nebraskaland Public Schools Superintendent Evaluation Spring 2023



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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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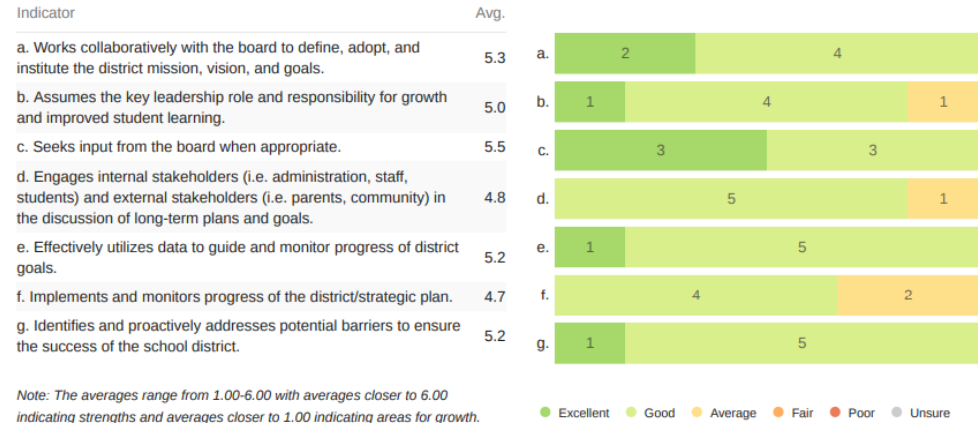
3

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 . . .



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.



**Ralston Public
Schools
Superintendent
Self-Evaluation**

Fall 2023

Superintendent
Jason Buckingham



Effective Practices Overview

(listed highest to lowest)

| <u>Self-Evaluation Fall 2023</u> | <u>Self-Rating</u> |
|--|---------------------------|
| (7) Systems Leadership and Management | 4.0 |
| (1) Shared Vision and Strategic Direction | 3.0 |
| (2) Board, Policy, and the Education System | 3.0 |
| (4) Continuous Improvement and Accountability | 3.0 |
| (8) Equity, Climate, and Culture | 3.0 |
| (9) Leadership, Conduct, and Professional Growth | 3.0 |
| (3) Collaboration with Families and Community | 2.0 |
| (5) Teaching and Learning | 2.0 |
| (6) Personnel Leadership | 2.0 |

Averages range from 1.00-4.00 with averages closer to 4.00 indicating strengths and averages close to 1.00 indicating areas for growth.

Scale: Unsatisfactory (1.00); Basic (2.00); Proficient (3.00); Distinguished (4.00)

(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

- Shared vision and strategic direction are not documented
- Constituents and stakeholders have no or limited engagement in the vision/direction
- No evidence of routine feedback or review

Basic

- Vision or direction is documented
- Some evidence of constituent engagement
- Some evidence of feedback and review

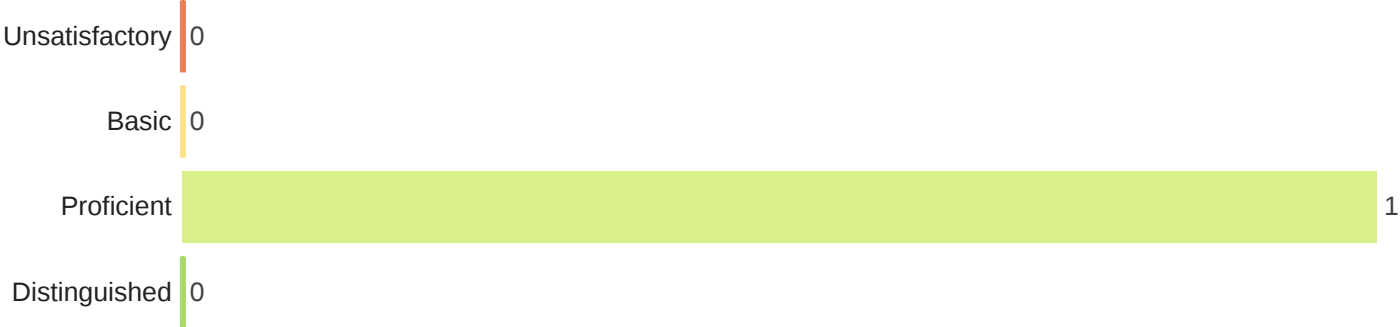
Proficient

- Vision and direction are documented and used to guide the district
- Evidence of engagement with constituents in development and implementation of strategic direction
- Evidence of progress, feedback, and review

Distinguished

- Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district
- Evidence of engagement with constituents in development and implementation of strategic direction
- Evidence of progress, feedback, and review including input from board, administrators, teachers, students, and parents

(1) Shared Vision and Strategic Direction



| Effective Practice | Average |
|---------------------------------------|---------|
| Shared Vision and Strategic Direction | 3.00 |

Narrative:

We are in the process of gathering input from our BOE, students, staff and community as we continue the process of reviewing and rewriting our five year strategic plan. Evidence exists of collaboration with our community in prior work such as the community meetings conducted for our bond issue and work with both the City of Ralston and the City of Omaha. We intend on issuing surveys to each stakeholder group to gather information in the near future. We also have completed our most recent budget for the 23-24 school year, which reflects a commitment to our strategic plan by providing resources.

- Evidence of proficiency includes:
- Board Retreats
 - Cognia External Visitation
 - Strategic Plan Review
 - Core Belief statement
 - Construction projects and communication with our community

(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

- Limited or inconsistent communication with board members
- Policies are outdated, not in compliance with state or federal law, or not routinely reviewed
- No evidence of collaborative practice to influence decisions impacting student learning

Basic

- Provides updates and communicates regularly with board members
- Policies are routinely updated
- Uses some collaborative strategies at the local level

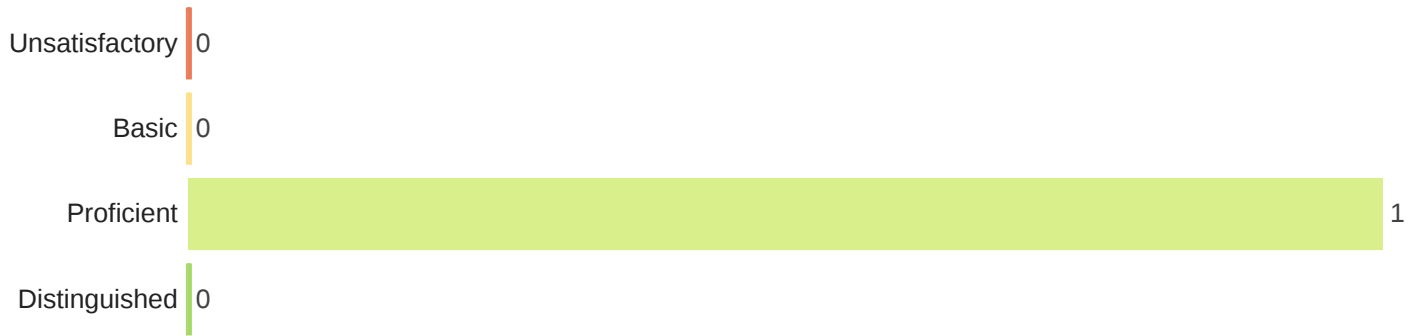
Proficient

- Engages board members in district needs and policy priorities
- Policies are consistently reviewed and developed to incorporate state or federal policy, as needed
- Some evidence of strategies to influence local, state, and national decisions

Distinguished

- Actively and consistently engages board members in district needs and policy priorities
- Evidence of leadership in compliance, review, and development of local policies
- Evidence of collaborative support to influence local, state, and national decision

(2) Board, Policy, and the Education System



| Effective Practice | Average |
|---|---------|
| Board, Policy, and the Education System | 3.00 |

Narrative:

We have reinstated the policy review segment of our BOE meetings, and will be reviewing some of our policies on a monthly basis. We consistently attend workshops, zoom meetings and other conferences to stay current on the most recent developments in state and federal education law. We are actively involved in legislation at the state level through my co-chair position of the Legislative Committee for the GNSA, and through our continued communication with our lobbyist.

Evidence of Proficiency includes:

- Policy Review
- BOE presentation and trainings
- Subcommittee meeting agendas
- NASB conference attendance
- BOE annual calendar
- GNSA

(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

- Little or no evidence of collaboration in the organization
- Little or no evidence of consistent communication with families and stakeholders
- Little or no evidence of engagement with community organizations, or community activities
- Little or no evidence of identification of community needs, priorities, or resources

Basic

- Some evidence of collaboration in the organization
- Some communication of school activities with families through newsletters and/or district website
- Participates in some community organizations or activities such as the Chamber and service organizations
- Demonstrates awareness of community needs, priorities, and resources

Proficient

- Routinely collaborates with board members and staff
- Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement
- Actively involved in community organizations or activities, such as the Chamber, or service organizations
- Recognizes some community needs, priorities, or resources in the district and school planning.
- Ensures engagement of administrators, teachers, families, and community

Distinguished

- Models collaboration and supports staff collaboration throughout the organization
- Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement
- Provides leadership and active participation in community organizations or activities such as the Chamber or service

(3) Collaboration with Families and Community



| Effective Practice | Average |
|---|---------|
| Collaboration with Families and Community | 2.00 |

Narrative:

This is an area of improvement as I evolve into the role of Superintendent. I have been much more visible in the community and in our schools over the course of the last 8 months. My attendance at activities, athletic and special events has increased significantly with the change in my role. I have worked to become more visible and approachable to our community through weekly parental communications and through collaboration with several other outside organizations.

Evidence of basic:

- Partnerships with City of Ralston, RABA, American Legion
- Backpack Program,
- Bridge Board of Directors
- Avenue Scholars
- Meeting with Senators and the Governor
- Attendance at opening and closing ceremonies of school facilities
- R Pantry
- SRO Program

(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

- Little or no evidence of innovation or continuous improvement
- Little or no evidence of student information guiding decision-making
- Little or no evidence of use of quality indicators to guide district planning or practice

Basic

- Some evidence of continuous improvement and innovation
- Student information is used to guide decision-making
- Some quality indicators/accreditation standards guide district planning and practice

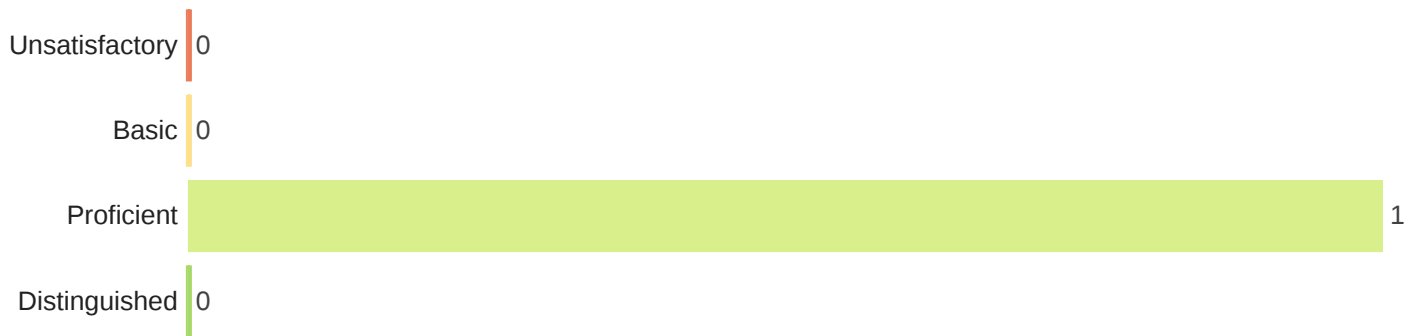
Proficient

- Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process
- Information on student progress and achievement is used for planning and decision-making
- Alignment between district and state quality indicators for accreditation and accountability

Distinguished

- Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation
- Comprehensive and current information on student progress and achievement is available and utilized in decision-making
- Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability

(4) Continuous Improvement and Accountability



| Effective Practice | Average |
|---|---------|
| Continuous Improvement and Accountability | 3.00 |

Narrative:

This has been an area of strength for the past several months. Through collaboration with our BOE, our cabinet, admin. team and staff, we have identified the areas that are most in need of improvement for our district. Those two areas, attendance and reading have both been our focal points of improvement over the last several months. Early returns have indicated our efforts in the area of attendance have already produced positive results. The reading curriculum, though challenging to implement, has begun to produce some positive responses from our students and staff. We are excited to see what a full year's worth of implementation will bring. We know we have a great deal of work to accomplish to get our achievement back to at least state average, but our targeted efforts in these two areas seem to be producing so far.

Evidence of proficiency:

- School improvement process
- CKLA implementation
- Progress monitoring changes
- Monitoring of student and staff performance and attendance
- Greater focus on rigor and accountability for students and staff

(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

- Little or no evidence of high expectations of student achievement
- Little or no evidence of a written curriculum
- Little or no evidence of programmatic or curriculum review or input
- Little or no evidence of consistency or continual improvement of instructional practices

Basic

- Some evidence of high expectations of student achievement
- Written curriculum is evident in most subject areas
- Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community
- Instructional practices have some consistency and some ongoing improvement

Proficient

- High expectations are clearly and consistently communicated and monitored
- Written curriculum is developed, monitored, and adjusted
- Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community
- Instructional process and practices are consistent with ongoing improvement

Distinguished

- Data-driven high expectations of student achievement and monitoring of progress
- Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted
- Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input
- Continual improvement of Instructional processes is monitored and enhanced with best practices

(5) Teaching and Learning



| Effective Practice | Average |
|-----------------------|---------|
| Teaching and Learning | 2.00 |

Narrative:

There is much yet to be accomplished in this area. We have started to address the areas of greatest concern, including consistency of instructional practices across the district. We have found there are many areas that can be improved in the area of standardization and alignment of curriculum to state standards. This will be an ongoing process and will take our continued and determined efforts to improve our achievement. We have taken the first steps in identifying some of the issues, but this will not be a quick fix and will take several years to show substantial improvement.

Evidence of basic performance:

- Increased accountability
- Celebrations of achievement
- Data driven decision making, elimination of programming considered ineffective
- Improvement of access to technology for each classroom
- Improvement of progress monitoring, more "real time" data for teachers
- Change of cabinet structure with more focus on achievement.

(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

- 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

Basic

- 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

Proficient

- 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

Distinguished

- 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

(6) Personnel Learning



| Effective Practice | Average |
|--------------------|---------|
| Personnel Learning | 2.00 |

Narrative:

This is also an area in need of improvement in our district. We have identified areas of concern in the recruitment and retention of staff members in our district, and we are making a commitment to hire a more diverse staff to mirror our student population. We have been very thoughtful in our of professional development offerings, and we feel we are giving staff the tools they need to be successful. We are continually monitoring achievement and staffing trends and are committed to putting resources in place that will have the greatest impact on our students. We are examining our current contract and are considering adjusting our benefits package to make our district more attractive to prospective candidates.

Evidence of basic performance:

- Increased PD opportunities, including the gathering of feedback from staff
- Goals written to address recruitment efforts
- Communication with HR regarding our goals and strategic plans for personnel
- PD for new cabinet hires
- Multiple admin. to attend career fairs/recruiting trips

(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

- Business processes are out of date and not clearly linked to student learning and success
- Facilities/Transportation are not up-to-date, clean, safe, and secure
- Little evidence of building consensus, managing conflict, and resolving operational issues

Basic

- Most business processes in place and using current best practices but not clearly linked to student learning and success
- Some evidence of facility/transportation planning, with fairly clean and safe facilities
- Manages operational issues with little or no conflict

Proficient

- 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
- Manages operational issues with little or no conflict and builds some consensus

Distinguished

- 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
- 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
- Identifies and resolves operational issues, manages conflict, and builds consensus

(7) Systems Leadership and Management



| Effective Practice | Average |
|-----------------------------------|---------|
| Systems Leadership and Management | 4.00 |

Narrative:

This is an area of strength for me and represents my work over the last ten years as a business official, and now superintendent. We are in a pretty good place financially, and our systems and processes allow our district to analyze current enrollment and achievement trends, and to adjust resources on an as needed basis. For example we will be eliminating the combo classrooms at Seymour next year after they go through their renovation over the summer. We will end up adding a staff member due to changes in enrollment patterns and the change in grade specific curriculum we are now using in reading.

Evidence of distinguished:

- Facilities improvement/bond plan
- Facility maintenance plan post bond
- Budget management
- Negotiations

(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

- Little of no evidence of a shared vision on equity or equitable practices
- Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust
- Little or no evidence of a responsive culture of high expectations

Basic

- Some evidence of shared vision on equity and equitable practices
- Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust
- Some evidence of a responsive culture of high expectations

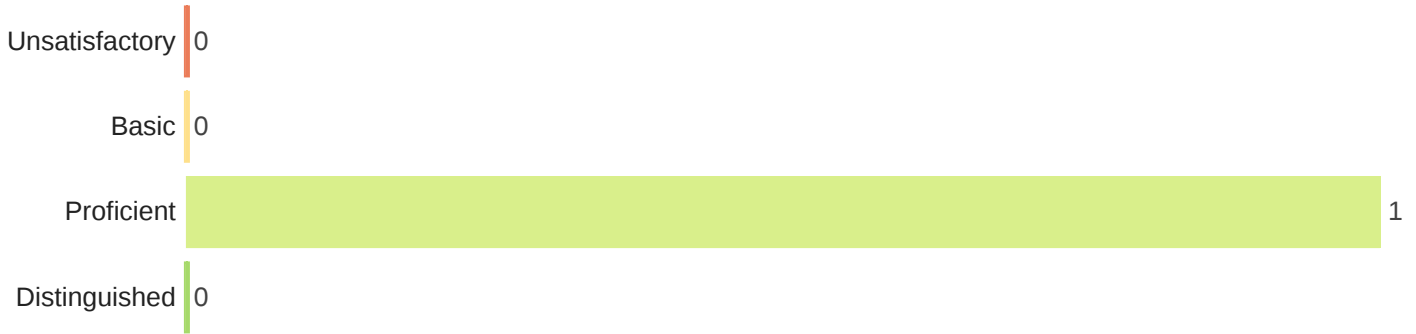
Proficient

- Shared vision on equity and equitable practices is evident through professional learning
- Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures
- Communication processes promote a culture of high expectations for self, staff, and all students

Distinguished

- 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
- Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey
- Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students

(8) Equity, Climate, and Culture



| Effective Practice | Average |
|------------------------------|---------|
| Equity, Climate, and Culture | 3.00 |

Narrative:

We believe in providing an equitable educational experience for all of our students, regardless of which school they attend. We closely monitor expenditures, student demographics, enrollment, staff demographics and programming to ensure we are in balance in our allocation of resources to each of our schools. We look at Title I comparability reports, internal comparisons of per pupil spending and staffing numbers to determine if we are equitable in our allocations.

Evidence of proficiency:

- Family engagement surveys
- Climate surveys for staff
- Listening Tour
- Added resources to student services
- Added resources to buildings experiencing enrollment and programmatic changes.
- Support of R Pantry, Back Pack program, shoe drives,
- One World van
- Arbor Family commitment

(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

-Does not demonstrate dignity or respect when communicating with students, staff, families, or community members

-Decisions do not appear to be just, fair, or equitable

-Does not model or hold others accountable for demonstrating ethical behavior

-Does not participate in professional development or leadership activities

Basic

-Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members

-Decisions do not consistently appear to be just, fair or equitable

-Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior

-Participates in some professional development

Proficient

-Demonstrates dignity and respect when communicating with students, staff, families, or community members

-Most decisions appear to be just, fair, or equitable

-Models ethical behavior and generally holds others accountable for demonstrating ethical behavior

-Participates in professional development that is aligned with district vision and direction

Distinguished

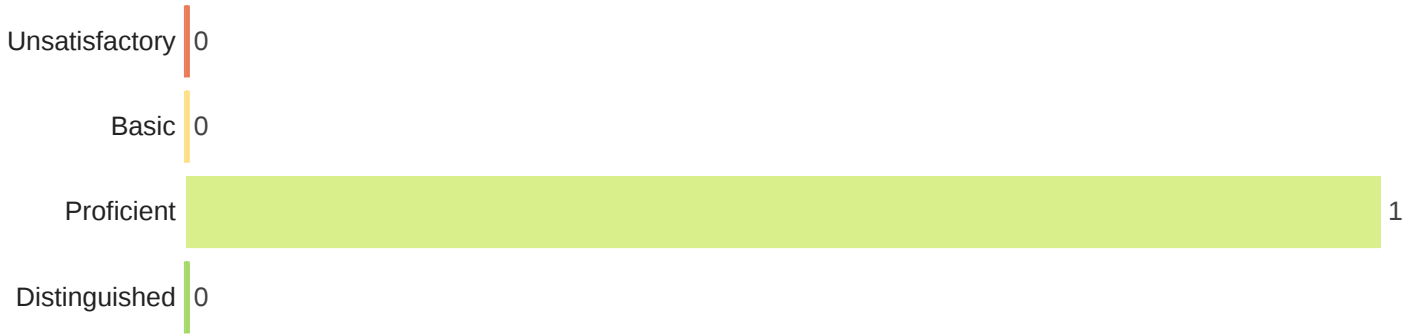
-Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members

-Decisions consistently appear to be just, fair, and equitable

-Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior

-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

(9) Leadership, Conduct, and Professional Growth



| Effective Practice | Average |
|--|---------|
| Leadership, Conduct, and Professional Growth | 3.00 |

Narrative:

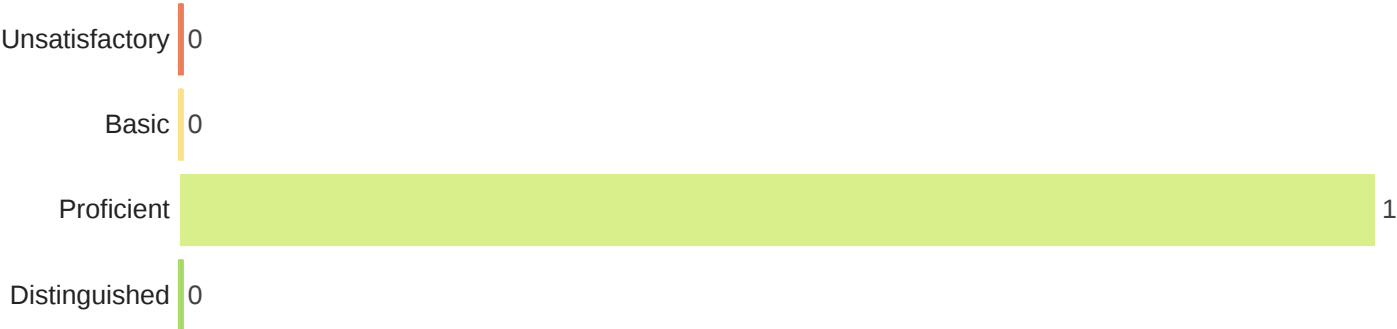
This is an area of strength for me. I hold myself as accountable as any person we have working in our district. I believe firmly in making decisions that are fair and ethical and ultimately what is best for kids. We work in an industry that greatly values trust. Our staff or students generally have the ability to work or attend school in multiple districts here in the Metro. We are able to retain staff and attract students based on our reputation and the way we treat people. This is an area that is an everyday commitment, and I will attempt to meet this standard.

I also participate in a great deal of professional development to keep our district and myself current to the constant changes in education.

Evidence of proficiency:

- Co-Chair of the GNSA legislative committee
- ESU 3 Superintendent monthly meetings
- MOEC Superintendent meetings
- NCSA new superintendent training (and presenter)
- Superintendent mentoring program

Summary of Evaluation



| Effective Practice | Average |
|-----------------------|---------|
| Summary of Evaluation | 3.00 |

Narrative:

The start of my superintendency has been a great experience to date. I feel very supported by our BOE, Cabinet, Admin. staff and community. We have a great deal of work to do, and I have more personal and professional growth to make over the next few years. It is my intent to continue on our path of sustainable, durable change to help our district be the best version we can be. We have a great deal of work to accomplish over the next few years, but I am confident we have hired on some very knowledgeable, intelligent people to help lead the way. I can say with confidence, our efforts at improving our district are having positive impacts and I'm excited about the direction we are headed.



Ralston Public Schools Superintendent Evaluation Fall 2023



Superintendent

Jason Buckingham

Board of Education

Robin Richards, President

Carrie Hough

Katie Krause

Elizabeth Kumru

Mary Roarty

Samantha Willey

Effective Practices Overview

(listed highest to lowest)

| <u>Self-Evaluation Fall 2023</u> | <u>Average</u> | <u>Board Evaluation Fall 2023</u> | <u>Average</u> |
|--|----------------|--|----------------|
| (7) Systems Leadership and Management | 4.00 | (7) Systems Leadership and Management | 3.67 |
| (1) Shared Vision and Strategic Direction | 3.00 | (2) Board, Policy, and the Education System | 3.50 |
| (2) Board, Policy, and the Education System | 3.00 | (9) Leadership, Conduct, and Professional Growth | 3.33 |
| (4) Continuous Improvement and Accountability | 3.00 | (1) Shared Vision and Strategic Direction | 2.83 |
| (8) Equity, Climate, and Culture | 3.00 | (4) Continuous Improvement and Accountability | 2.83 |
| (9) Leadership, Conduct, and Professional Growth | 3.00 | (8) Equity, Climate, and Culture | 2.67 |
| (3) Collaboration with Families and Community | 2.00 | (3) Collaboration with Families and Community | 2.17 |
| (5) Teaching and Learning | 2.00 | (5) Teaching and Learning | 2.17 |
| (6) Personnel Leadership | 2.00 | (6) Personnel Leadership | 2.17 |

Averages range from 1.00-4.00 with averages closer to 4.00 indicating strengths and averages close to 1.00 indicating areas for growth.

Scale: Unsatisfactory (1.00); Basic (2.00); Proficient (3.00); Distinguished (4.00)

(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

- Shared vision and strategic direction are not documented
- Constituents and stakeholders have no or limited engagement in the vision/direction
- No evidence of routine feedback or review

Basic

- Vision or direction is documented
- Some evidence of constituent engagement
- Some evidence of feedback and review

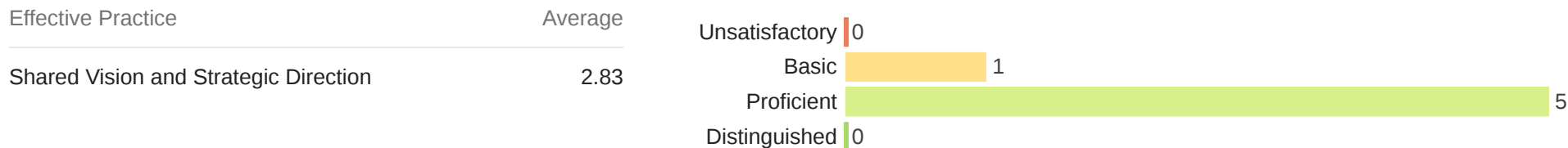
Proficient

- Vision and direction are documented and used to guide the district
- Evidence of engagement with constituents in development and implementation of strategic direction
- Evidence of progress, feedback, and review

Distinguished

- Vision and direction are documented with measurable outcomes, which are appropriate for the organizational context and guide the district
- Evidence of engagement with constituents in development and implementation of strategic direction
- Evidence of progress, feedback, and review including input from board, administrators, teachers, students, and parents

(1) Shared Vision and Strategic Direction



Narrative:

Mr. Buckingham is new in his role but appears to be on track. He has held two RPS BOE retreats with the goal of reviewing and revising the District Strategic Plan. He is focused on sharing the NSCAS-ELA data that demonstrates the gap between RPS and the state and in changing the focus to continuous improvement in academics. He is focused on onboarding his new team and communicating the high expectations for student achievement. It is early but I would expect the next steps will be engaging the entire staff, students, families, and constituents in the development of the shared vision and strategic direction.

Superintendent Buckingham is starting his first strategic planning process, throughout this process I want him to keep other voices in mind as he sets our district priorities. Even the quietest voice must be heard for the process to truly be successful and I hope Jason slows down enough to hear them all. The point is not to just get it done but to live in this document and have our district be held to, rely on, and guided by this plan.

Jason does an excellent job of engaging with students, staff, board and the community through a variety of in person and online communication methods.

It's evident that Jason's proactive efforts in organizing two board retreats have not only facilitated the essential task of reviewing and rewriting the five-year strategic plan but have also served as valuable opportunities for the board members to bond and strengthen their cohesion as a team. The inclusion of new board members underscores the significance of these retreats in integrating diverse perspectives. Moreover, Jason's methodical approach to gathering strategic plan input from each stakeholder group reflects a commitment to inclusivity and a comprehensive understanding of the district's needs. Such leadership and strategic planning skills are instrumental in ensuring a well-informed and collaborative foundation for the district's future success.

Mr. Buckingham and the Assistant Superintendents are working with the Board of Education to review the current strategic plan and institute changes that will encompass future needs of the district. The gathering of information and opinions from relevant stakeholders is key to creating goals and actions items that will provide the largest impact to our students and community.

Evidence:

Board Retreats and insightful board meetings

Informative and relative subcommittee meetings

Involvement of students and their families, staff and administration with invitations to complete surveys and be involved in RPS future decisions

Regular involvement of local media to new and upcoming building improvements

This is an area where Mr. Buckingham has been vocal in our need to desire continued improvement. He has engaged with appropriate groups of professionals in the district, in order to support success.

(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

- Limited or inconsistent communication with board members
- Policies are outdated, not in compliance with state or federal law, or not routinely reviewed
- No evidence of collaborative practice to influence decisions impacting student learning

Basic

- Provides updates and communicates regularly with board members
- Policies are routinely updated
- Uses some collaborative strategies at the local level

Proficient

- Engages board members in district needs and policy priorities
- Policies are consistently reviewed and developed to incorporate state or federal policy, as needed
- Some evidence of strategies to influence local, state, and national decisions

Distinguished

- Actively and consistently engages board members in district needs and policy priorities
- Evidence of leadership in compliance, review, and development of local policies
- Evidence of collaborative support to influence local, state, and national decision

(2) Board, Policy, and the Education System

Effective Practice

Average

Board, Policy, and the Education System

3.50

Unsatisfactory 0

Basic 0

Proficient 3

Distinguished 3

Narrative:

Mr. Buckingham is involved with

Evidence:

Regular review of recent changes in state and federal legislations and impacts on RPS

Encouragement of regular board education and training

Recognition of the Board of Education and members at NASB for activity and involvement levels

Reinstating regular policy review and adjusting to current standards

Mr. Buckingham does an amazing job of keeping the board informed, in this area. Jason always makes himself available for any additional questions or meetings, to ensure all board members feel comfortable and equipped to answer any potential questions.

It's commendable that since Jason assumed the role of superintendent, there has been a proactive approach to policy development and district governance. The reinstatement of a regular policy review reflects a commitment to staying current with legislative mandates and ensuring clarity in language. By fostering a culture of ongoing learning, Jason has encouraged board members to engage in leadership development through workshops and conferences, contributing to the board's recognition with the 2023 Board of Excellence Award from NASB. Furthermore, Jason's personal involvement in legislative issues, serving as co-chair of the Legislative Committee for the GNSA and maintaining communication with the lobbyist, underscores a dedication to staying informed and advocating for the district within the broader political landscape. This multifaceted commitment demonstrates a comprehensive and effective approach to governance under Jason's leadership.

Jason does an exceptional job of engaging and communicating with the board. His knowledge of local and state policies and practices across a wide range of areas is impressive.

Superintendent Buckingham has a long and outstanding history of being influential in our government at every level, connecting with the board, and being a good steward of our policies. These were all items that he was taking care of before he changed seats and is continuing to do a great job here.

Mr. Buckingham fosters board relationships and keeps board members informed. This includes sharing opportunities for celebration and the more difficult conversations. He is very engaged with our government relations team at Kissel, Kohout, ES Associates LLC. He actively seeks opportunities to share the RPS story by offering tours of our facilities, He works to influence local and state decisions impacting our district by engaging with our Senators and the Governor.

(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

- Little or no evidence of collaboration in the organization
- Little or no evidence of consistent communication with families and stakeholders
- Little or no evidence of engagement with community organizations, or community activities
- Little or no evidence of identification of community needs, priorities, or resources

Basic

- Some evidence of collaboration in the organization
- Some communication of school activities with families through newsletters and/or district website
- Participates in some community organizations or activities such as the Chamber and service organizations
- Demonstrates awareness of community needs, priorities, and resources

Proficient

- Routinely collaborates with board members and staff
- Routinely uses oral and written communication strategies with families and the community regarding school activities and student achievement
- Actively involved in community organizations or activities, such as the Chamber, or service organizations
- Recognizes some community needs, priorities, or resources in the district and school planning.
- Ensures engagement of administrators, teachers, families, and community

Distinguished

- Models collaboration and supports staff collaboration throughout the organization
- Engages families and community stakeholders through routine and consistent oral and written communication strategies regarding school activities and student achievement
- Provides leadership and active participation in community organizations or activities such as the Chamber or service

(3) Collaboration with Families and Community

| Effective Practice | Average |
|---|---------|
| Collaboration with Families and Community | 2.17 |



Narrative:

This simply takes time. I look forward to seeing the various ways Jason engages with our families and community as he continues in this role

Superintendent Buckingham is making big strides in stepping into his new shoes, he is working diligently and tirelessly to connect with as many people as he possibly can. He is in the community, in the schools, and visible. Now, he needs to be a little more forward about not waiting for folks to come to him. Jason, don't be afraid to walk through the crowd and introduce yourself, shake hands, ask how their day is going. Time to go past being visible.

Mr. Buckingham is new in his role but is off to a good start. He has continued the same communication cadence that was previously established. This provides regular communication to RPS families. He has been welcoming by offering tours of the new facilities to staff, students, alumni, and families. He hosted the topping ceremony at Mockingbird and the naming ceremony for the softball field by welcoming our students, staff, families, and the community. I look forward to the 2023 Annual Report with his message to all stakeholders in the community.

Mr. Buckingham has shown improvement in showing a presence with local community and community programs.

Evidence:

Relationship building with local and state government offices and officials as well as other student focused organizations in the community

Jason's commitment to becoming the new face of the Ralston School District demonstrates not only his dedication but also his adaptability in stepping into a more public role. Attending numerous school and community events, as well as engaging with various officials at different levels of government, showcases his efforts to connect with diverse stakeholder groups. It's particularly noteworthy that he's willing to push beyond his comfort zone for the benefit of the district.

Addressing the issue of student attendance is undoubtedly a challenging task, especially in the aftermath of the disruptions caused by COVID. Jason's consistent communication with parents, even if it involves discussing a sensitive topic like attendance, highlights his transparency and commitment to tackling real and pressing issues head-on. While it may be a difficult conversation, it reflects a responsible approach to ensuring the best educational outcomes for the students, despite the challenges posed by external factors.

Jason's willingness to navigate uncomfortable conversations and his active involvement in addressing critical issues underscore his leadership qualities and dedication to the well-being of the Ralston School District.

As a board member, it has been apparent to me that Mr. Buckingham is being intentional about being more visible in our district, as well as in the community. This is an area for improvement, but I feel that Mr. Buckingham is on a positive track to improvement and being intentional about being approachable to families, in the district.

(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

- Little or no evidence of innovation or continuous improvement
- Little or no evidence of student information guiding decision-making
- Little or no evidence of use of quality indicators to guide district planning or practice

Basic

- Some evidence of continuous improvement and innovation
- Student information is used to guide decision-making
- Some quality indicators/accreditation standards guide district planning and practice

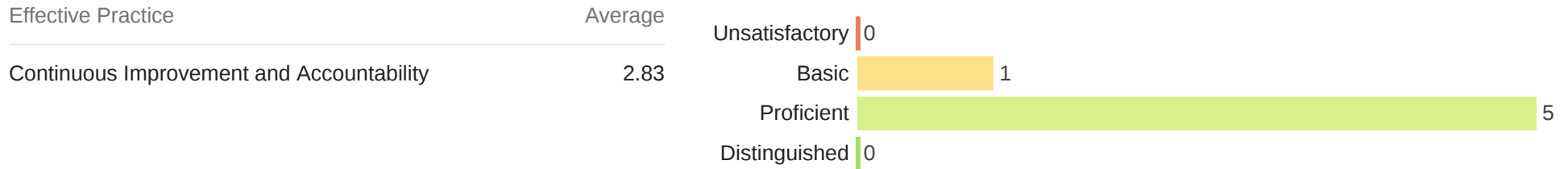
Proficient

- Evidence of the use of some systematic review or emerging trends and innovation in continuous improvement process
- Information on student progress and achievement is used for planning and decision-making
- Alignment between district and state quality indicators for accreditation and accountability

Distinguished

- Strategic, comprehensive continuous improvement process incorporating emerging trends and innovation
- Comprehensive and current information on student progress and achievement is available and utilized in decision-making
- Clear PK-12 alignment between district/state/national indicators of quality, accreditation, and accountability

(4) Continuous Improvement and Accountability



Narrative:

Mr. Buckingham was quickly transparent with the board, as soon as he transitioned into this new role, regarding student success. I feel comfortable in having knowledge on how the district plans to move forward, as well as the appropriate professionals being included, in these conversations.

Jason's commitment to accountability is evident in his proactive approach to addressing challenges within the district. Identifying low test scores as a problem area and bringing it to the board's attention right at the beginning of his tenure demonstrates a commendable level of transparency and responsibility. Moreover, his leadership shines through in not only highlighting issues but also presenting viable solutions, showcasing a proactive and solution-oriented mindset. It's encouraging to see that other significant issues, such as low reading scores, low attendance rates, and the implementation of a new reading curriculum, are being actively addressed through new performance goals set by the board. The fact that improvements have already been noted speaks to the effectiveness of these strategies. Jason's commitment to continuous improvement and his focus on achieving higher achievements reflect a dedication to the overall success of the district, emphasizing positive outcomes for both students and the educational community.

Mr. Buckingham immediately began identifying and implementing improvement based goals after taking over the role of superintendent.

Evidence:

Root Cause Analysis and data driven decision making regarding district attendance and learning gaps

Quick implementation of new reading curriculum with involving key staff in the change management process

Focus on increased rigor of general curriculum and staff accountability with a goal to meet or exceed state average in a specified time frame

Mr. Buckingham demonstrates a commitment to accountability by bringing forward the data for review and working closely with Dr. Harley to establish clear expectations for student success. Starting with a focus on attendance and setting high expectations for all students will ensure student progress toward achieving the state goals for academic achievement. Mr. Buckingham makes informed recommendations to the board. Next steps will be engaging with families and communities regarding student needs, successes, and challenges. In addition, the district is scheduled for an engagement review with Cognia in February 2024.

This is at proficient now, but I see great strides being made in this area. With every strategy that the cabinet tries to bring our achievement back to where it should be, they will learn and grow and be better administrators. I am anxious to see where we are a year from now.

Jason is very transparent in the areas in which our district is struggling and needs to improve.

(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

- Little or no evidence of high expectations of student achievement
- Little or no evidence of a written curriculum
- Little or no evidence of programmatic or curriculum review or input
- Little or no evidence of consistency or continual improvement of instructional practices

Basic

- Some evidence of high expectations of student achievement
- Written curriculum is evident in most subject areas
- Written curriculum and programmatic expectations are available in most subject areas and most programs for students, parents, and community
- Instructional practices have some consistency and some ongoing improvement

Proficient

- High expectations are clearly and consistently communicated and monitored
- Written curriculum is developed, monitored, and adjusted
- Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community
- Instructional process and practices are consistent with ongoing improvement

Distinguished

- Data-driven high expectations of student achievement and monitoring of progress
- Written curriculum is designed to provide equitable and challenging learning experiences and is routinely monitored and adjusted
- Written curriculum and programmatic expectations are available in all subject areas and all programs for students, parents, and community review and input
- Continual improvement of Instructional processes is monitored and enhanced with best practices

(5) Teaching and Learning

Effective Practice

Average

Teaching and Learning

2.17



Narrative:

Jason's commitment to continuous improvement in student achievement and teacher competency reflects a strategic and thoughtful approach to educational leadership. Collaborating with teachers to enhance consistency through teacher-driven improvement practices is an effective way to empower educators and build a culture of professional development.

The use of data to drive improvements adds a data-driven dimension to decision-making, ensuring that strategies are evidence-based and targeted towards specific needs. Regular reports to the board further demonstrate transparency and accountability, providing a clear overview of progress made and areas that may need additional attention.

The board's agreement with Jason to narrow the scope of improvement areas is a practical approach, acknowledging the importance of focused efforts to make significant strides in specific areas. Prioritizing and concentrating resources on key areas allows for a more effective allocation of time and energy, ultimately contributing to sustainable and meaningful progress. It's a realistic recognition that excellence in all aspects takes deliberate and strategic efforts. Overall, Jason's leadership and the collaborative efforts with the board indicate a commitment to achieving tangible and lasting improvements in the district.

Mr. Buckingham has been transparent in the need to improve evidence-based teaching and learning, in the district. While Mr. Buckingham may not have all knowledge in this area, he has hired knowledgeable professionals who I feel have the ability to ensure that our district will continue to see improvements.

Mr. Buckingham has demonstrated that he is aware of the need for a new system of curriculum, instruction and assessment that embodies high expectations. He has clearly made this a focus for his new cabinet. The district has areas with significantly low performance. He is taking a data-driven approach to assessing the curriculum used in 2022/2023 and in choosing the new curriculum. Implementing the new instructional practices is still in the early stages but we will expect to see data as results become available. This is a large undertaking.

Mr. Buckingham has presented plans to the BOE to incorporate higher accountability in the learning process as well as continued celebration and recognition of progress.

Evidence:

Presentation to the BOE of actionable items and goals to improve student achievement while maintaining realistic timelines

Expression of 'can-do' attitude along with active involvement of cabinet, staff and educators in the decision making processes and implementation of best practices

Continued progress in incorporating technology in the classrooms and for each student to have equal access to learning opportunities

Focus on providing excellent learning environments in each classroom with the updates to facilities

Superintendent Buckingham hired two of the finest educators in Nebraska to join the cabinet as the heads of teaching and curriculum, the best thing we can do right now is give them time to set and test their strategies. This is another area that I believe we will see large growth over the next few years.

This is another area that just takes time.

(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

- 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

Basic

- 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

Proficient

- 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

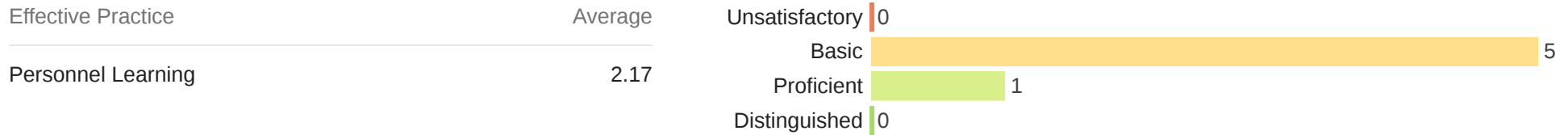
Distinguished

- 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

(6) Personnel Learning



Narrative:

Mr. Buckingham made excellent choices when hiring his new cabinet members. He ensured their onboarding process and transfer of knowledge was complete. He has exemplary knowledge of the district's finances from his previous role. He understands the importance of balancing the budget while ensuring resources are strategically placed to achieve results and drive improvement. He routinely shares the financial reports with the board each month and takes the time to answer any questions. The District policies, procedures and practice define professional development expectations.

Another area for growth. I am anxious to see what how the cabinet plans to meet goals in this area.

While this is currently at 'basic', there are many things Jason and the admin team are working on in this area. Again, looking very promising for upcoming years. Especially appreciate that inclusion of what kind of PD teachers are in engaging in being shared with families through the weekly district email this fall.

The district's focus on addressing staffing shortages and fostering a more diverse teaching staff demonstrates a proactive approach to the challenges many educational institutions are currently facing. Jason and his team's recognition of the need for creative recruiting solutions is a positive step, highlighting a forward-thinking attitude in tackling staffing issues.

The emphasis on diversity aligns with the goal of creating a more inclusive and representative teaching staff that mirrors the diversity of the student population. This not only enhances the learning environment but also contributes to a more equitable educational experience for all students.

The commitment to developing creative solutions for teacher retention is equally important, recognizing the value of not only attracting but also retaining qualified and dedicated educators. Jason's collaborative track record with the teacher's union is a strong foundation for developing an attractive and affordable benefits package, which can significantly contribute to both recruitment and retention efforts.

Overall, the district's proactive and collaborative approach, under Jason's leadership, demonstrates a commitment to addressing critical staffing issues and creating a positive and inclusive environment for both teachers and students.

I believe most individuals who work in the district are aware, that we need to improve in this area, and Mr. Buckingham is no different. This will be a challenging category, but I feel that Mr. Buckingham has good knowledge of what changes need to be made, moving forward.

Mr. Buckingham has recognized is implementing goals and is engaging creative problem solving regarding recruiting of new staff and retention of current staff.

Evidence:

Communication to HR staff regarding expectations and goals

Creative problem solving in regard to benefits, trainings, and staff culture to improved retention

Expression of a deep desire for continued improvement and accountability

Evidence:

Analyzation of current salary and benefit offerings

Regular staff assessments and surveys to assess the current climate in the district

Working with district of similar size and demographics to learn best practices for recruitment and retention

Involvement of key cabinet members and staff for problem solving and fresh ideas

(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

-Business processes are out of date and not clearly linked to student learning and success

-Facilities/Transportation are not up-to-date, clean, safe, and secure

-Little evidence of building consensus, managing conflict, and resolving operational issues

Basic

-Most business processes in place and using current best practices but not clearly linked to student learning and success

-Some evidence of facility/transportation planning, with fairly clean and safe facilities

-Manages operational issues with little or no conflict

Proficient

-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

-Manages operational issues with little or no conflict and builds some consensus

Distinguished

-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

-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

-Identifies and resolves operational issues, manages conflict, and builds consensus

(7) Systems Leadership and Management



Narrative:

Even prior to Mr. Buckingham's transition, he always had a great understanding of where the district was financially. I feel with the amount of historical knowledge Mr. Buckingham has he will provide the needed guidance and support, to the administrative staff, continuing to lead the district in a positive direction.

As a former business superintendent, this is an area of strength for Mr. Buckingham.

Evidence:

Strong involvement and direction in the application of bond funds for facility improvement including seeking regular direction from financial experts about market timing to reduce the cost to taxpayers when withdrawing bond funds

Maintenance of a balanced budget and the forethought to anticipate future needs which will reduce the likelihood of needing to borrow money to cover basic and emergency expenditures

Plans to create post bond maintenance schedules and upgrades

It's evident that Jason, in his role as the district's business and facilities administrator for the past 10 years, has developed a deep understanding of the district's infrastructure. Now, as the superintendent, he's leveraging this knowledge to usher in a new era of facilities improvement. The successful passing of the bond issue not only addresses the critical need for updated technology but also serves as a morale boost for the entire Ralston community. This dual impact on both educational resources and community pride is a testament to the strategic thinking and leadership under Jason.

The emphasis on maintaining and adjusting staffing needs in alignment with facility offerings demonstrates a holistic approach to educational management, ensuring that resources, both human and structural, are optimally aligned to support the district's goals.

Furthermore, Jason's role in building and maintaining the district's financial health is crucial for the long-term sustainability and success of the educational institution. His intimate knowledge of financial matters is an asset that contributes to the overall stability and well-being of the district.

In summary, Jason's multifaceted approach, combining a focus on infrastructure, staffing, and financial health, showcases a comprehensive and strategic leadership style that benefits both the educational community and the broader Ralston community.

Jason's past experiences and genuine interest in the business process of the district is exceptional. Im sure it is quite rare to have a superintendent that has so much experience as a teacher, leader AND with the systems management aspects of a district. We are very lucky in our district.

Superintendent Buckingham has been working on this his entire career with RPS. He has done an outstanding job of managing the business aspects of our district for years. He has some work ahead of him in these areas as he brings Dr. Bredenkamp up to speed and allows Aaron to make the business management position his own. I have faith that both of them will rise to the ocassion.

Mr. Buckingham established business processes and systems for budgeting and financial planning in his previous position. He is in the process of transferring that knowledge. He demonstrated a systems approach that optimizes the use of facilities and transportation while maintaining a focus on clean, updated, safe, and secure facilities and vehicles. Over time he has done an exemplary job of looking for opportunities for the district to save money through grants or rebates without sacrificing quality. He has had some opportunity to mitigate risk and resolve issues. It is early in his tenure to assess his ability to manage conflicts and build consensus about the use of physical and financial resources of the district.

(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

- Little of no evidence of a shared vision on equity or equitable practices
- Little or no evidence that leadership promotes a sense of well-being, valuing diversity, and grounded in trust
- Little or no evidence of a responsive culture of high expectations

Basic

- Some evidence of shared vision on equity and equitable practices
- Some evidence that the leadership team promotes a sense of well-being, valuing diversity, and grounded in trust
- Some evidence of a responsive culture of high expectations

Proficient

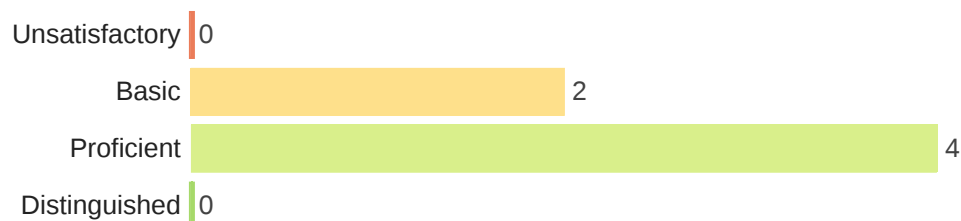
- Shared vision on equity and equitable practices is evident through professional learning
- Leadership team promotes a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures
- Communication processes promote a culture of high expectations for self, staff, and all students

Distinguished

- 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
- Leadership team ensures a sense of well-being, valuing diversity, and grounded in trust through communication processes and district procedures; and, is validated through an annual student/staff climate survey
- Communication processes and annual student/staff climate survey validates a culture of high expectations for self, staff, and all students

(8) Equity, Climate, and Culture

| Effective Practice | Average |
|------------------------------|---------|
| Equity, Climate, and Culture | 2.67 |



Narrative:

Mr. Buckingham develops and communicates a culture of high expectations for learning and achievement. It is still early in his tenure as superintendent to assess his impact on the climate of the staff, students, and community. He has so far done a respectable job of engaging with everyone through building moves, construction tours, and site openings. The goal will be to continue that momentum through curriculum adoption and other more difficult topics. He has a solid cabinet of talented individuals. I look forward to hearing their recommendations as they develop programs that support the academic, physical, social, and emotional growth of all students.

A new super must build his own climate and culture and I believe Superintendent Buckingham will get there.

Jason and his team understand the importance of these three areas. They quickly started implementing various practices to support this with students, staff and families this year.

Our district is actively engaged in an equity journey, but there is still much work to be done and personal growth for everyone involved is a crucial step in fostering a truly inclusive and equitable environment. Building equity in a district is a continuous process that requires commitment and ongoing reflection. The fact that we have undertaken significant efforts to create an equitable environment for both students and staff demonstrates a proactive approach to addressing these important issues.

Mr. Buckingham is deeply supportive of activities that support the equity, culture and climate of the district.

Evidence:

Family Surveys for each school for input

Creation of equitable learning environment and technology in each school and classroom

Continued support of staff, students and families through the OneWorld medical van, food distribution and Arbor Day counseling services

Mr. Buckingham has a great understanding of our district's needs and is aware that this will need to continue to be re-evaluated, considering the ever-changing needs, of our students. There will always be areas for growth, in the category.

(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

-Does not demonstrate dignity or respect when communicating with students, staff, families, or community members

-Decisions do not appear to be just, fair, or equitable

-Does not model or hold others accountable for demonstrating ethical behavior

-Does not participate in professional development or leadership activities

Basic

-Does not consistently demonstrate dignity or respect when communicating with students, staff, families, or community members

-Decisions do not consistently appear to be just, fair or equitable

-Models ethical behavior but does not consistently hold others accountable for demonstrating ethical behavior

-Participates in some professional development

Proficient

-Demonstrates dignity and respect when communicating with students, staff, families, or community members

-Most decisions appear to be just, fair, or equitable

-Models ethical behavior and generally holds others accountable for demonstrating ethical behavior

-Participates in professional development that is aligned with district vision and direction

Distinguished

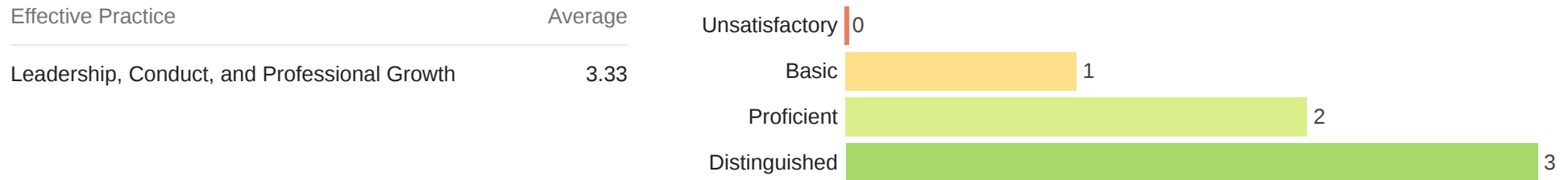
-Consistently demonstrates dignity and respect when communicating with students, staff, families, or community members

-Decisions consistently appear to be just, fair, and equitable

-Models integrity and ethical behavior and consistently holds others accountable for demonstrating integrity and ethical behavior

-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

(9) Leadership, Conduct, and Professional Growth



Narrative:

Mr. Buckingham takes a great deal of care to hold himself accountable to continued learning, not only for himself but for the staff.

Evidence:

Involvement in ESU3 trainings, new superintendent trainings, seeking professional mentorship and personal development opportunities

Mr. Buckingham leads with integrity, dignity and respect. There is no question as to what the expectations are, of a professional who works in the district, as Mr. Buckingham models these expectations, on a daily basis.

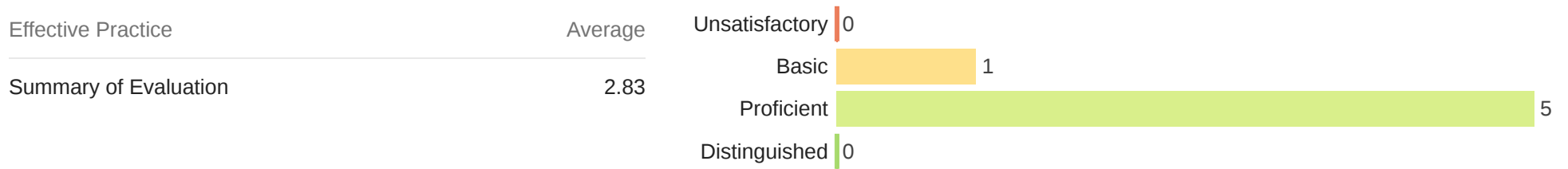
Jason sets high standards of integrity, excellence, and accountability for himself and his team. A commitment to these principles is fundamental for effective leadership and for fostering a positive and ethical work culture. Modeling ethical behavior sets a powerful example for the entire educational community, reinforcing trust and credibility. Jason's commitment to continuous professional development and leadership opportunities demonstrates a growth mindset. By actively seeking ways to improve and stay current in the field, he ensures that he is well-equipped to navigate the evolving landscape of education, ultimately benefiting the district and its stakeholders.

Jason exemplifies the first bullet here - and I would add, 'pride'. He is very proud of the students and staff in our district. While always doing a great job of making this seen, he also does not wear 'rose colored glasses' and is still very open and transparent about areas of improvement for himself and the district.

This is who Superintendent Buckingham is as a person. His dedication and integrity will guide him as we start this new era and that is one of the reasons he deserves his new role as superintendent. I know that his work ethic and drive will push us further than we have gone in a very long while.

Mr. Buckingham models integrity and holds others to a high standard of ethical behavior. He is consistent in the implementation of policy. He leads with dignity and respect, but it is too early to determine if the staff view his decisions as fair or equitable. I am not aware of his participation in professional development but look forward to hearing more.

Summary of Evaluation



Narrative:

Based upon my feedback on each section, I feel Proficient would be the best way to categorize the overall evaluation.

In the short time with RPS as superintendent, Mr. Buckingham has shown integrity in his decision making, implementation of new policy and procedure, staff involvement and in professional learning activities. While it is early in his tenure, the progress will be evident when programs are sustainable and produce anticipated results.

Jason brings a vast amount of knowledge and expertise to his position as superintendent. We are fortunate to have him as the leader for our district and I look forward to seeing what the future holds.

Jason's first year as superintendent is off to a great start and he is deeply dedicated to the district, its students, and staff. A superintendent's commitment and passion for providing an excellent educational experience are foundational for positive change and growth.

His acknowledgment that there is much work to be done and that some challenges may present an uphill climb is realistic and demonstrates a clear understanding of the complexities within the educational landscape. Jason's resolute desire to make lasting improvements is a key attribute, as perseverance and determination are often essential for overcoming obstacles and achieving sustained progress.

The fact that Jason has assembled a great team that shares his dedication bodes well for the district's future. Collaborative and committed teams are instrumental in navigating challenges and implementing effective strategies for improvement.

As Jason and his team continue their efforts, their shared commitment to excellence and their determination to make lasting improvements will likely contribute to a positive and impactful educational experience for all in the district.

Mr. Buckingham is off to a great start. He brings to the role an exemplary knowledge of the district's finances and the building projects. He wasted no time in recruiting top talent for his open cabinet positions. He reviewed data regarding school performance, shared the data with the board, and discussed the decision to adopt new curriculum. He has engaged the board in two planning retreats to review and revise the strategic plan. In addition, he is remaining engaged with local and state government. I look forward to the things he and his team will accomplish in the next six months!

Superintendent Buckingham has been filling many roles for a very long time and all of that experience has led to this moment. As he grows into this new role I hope he remembers to listen, to slow down, and to enjoy the ride. I know he will work harder than anyone ever has for us and I appreciate all he does for our students, parents, and staff. I cannot wait to see what the future holds for Ralston Schools.

Superintendent's Response

Superintendent Evaluation Summary

The superintendent should identify no more than four performance areas on which to focus their growth professionally. Note: Targeting in excess of four performance areas will make it difficult for the individual to address the areas adequately. When his/her performance is at a high-level, sustaining, refining, and replicating the performance is the goal. Follow through will ensure the success of the superintendent and the board.

The Performance Plan should consist of:

- goals (**what** must he/she do to achieve the objective or what is the intended result)
- performance indicators (**how** will the board measure progress and/or success)
- timeline (**when** will progress/success be assessed or completion date)
- signature (once the Performance Plan has been completed and reviewed the board president and superintendent will both sign and date placing a copy in the superintendent's personnel file and a copy will be retained by the board president)

Note: The Performance Plan should be reviewed and updated throughout the year to assess progress and success. Modifications should only be made if the board/superintendent discuss and agree upon appropriate changes.

(Signature of Superintendent)

(Date)

(Signature of Board President)

(Date)



RALSTON PUBLIC SCHOOLS
SUPERINTENDENT EVALUATION
2023 EXECUTIVE SUMMARY

RALSTON PUBLIC SCHOOLS
SUPERINTENDENT EVALUATION
2023 EXECUTIVE SUMMARY

IMPORTANT INSTRUCTIONS: The superintendent evaluation is a personnel document; therefore, it is not subject to a public record request. This protects the document if it is brought to the board table during the board meeting.

The Association recommends that the board discuss the superintendent evaluation results in open session. If there are areas of growth that could potentially jeopardize the reputation of the superintendent if discussed in public, the board president may wish to contact the school attorney to receive instruction regarding a closed session discussion on that topic.

At the conclusion of the evaluation discussion, the board must vote to accept the superintendent evaluation summary. It is important that all board members return their individual copy of the evaluation and the executive summary to the Board President for appropriate and secure disposal. The Superintendent and Board President will sign, and date one copy and that official copy will be placed in the superintendent’s personnel file. A copy of the board summary resides on a secure server at the Association and is always available to the board if needed.

Scale: 1.00-4.00

4.00=Distinguished; 3.00=Proficient; 2.00=Basic; 1.00=Unsatisfactory

| | 2023 |
|---|---|
| Highest Board Scoring Effective Practice | (7) Systems Leadership and Management (3.67) |
| Highest Self Scoring Effective Practice | (7) Systems Leadership and Management (4.00) |
| Lowest Board Scoring Effective Practice | (3) Collaboration with Families and Community; (5) Teaching and Learning; (6) Personnel Leadership (all 2.17) |
| Lowest Self Scoring Effective Practice | (3) Collaboration with Families and Community; (5) Teaching and Learning; (6) Personnel Leadership (all 2.00) |

EFFECTIVE PRACTICE: (1) SHARED VISION AND STRATEGIC DIRECTION

| | 2023 |
|----------------------------|------|
| Average Board Score | 2.83 |
| Average Self Score | 3.00 |



EFFECTIVE PRACTICE: (2) BOARD, POLICY, AND THE EDUCATION SYSTEM

| | 2023 |
|----------------------------|------|
| Average Board Score | 3.50 |
| Average Self Score | 3.00 |

EFFECTIVE PRACTICE: (3) COLLABORATION WITH FAMILIES AND COMMUNITY

| | 2023 |
|----------------------------|-----------------------|
| Average Board Score | 2.17 – Tied Lowest EP |
| Average Self Score | 2.00 – Tied Lowest EP |

EFFECTIVE PRACTICE: (4) CONTINUOUS IMPROVEMENT AND ACCOUNTABILITY

| | 2023 |
|----------------------------|------|
| Average Board Score | 2.83 |
| Average Self Score | 3.00 |

EFFECTIVE PRACTICE: (5) TEACHING AND LEARNING

| | 2023 |
|----------------------------|-----------------------|
| Average Board Score | 2.17 – Tied Lowest EP |
| Average Self Score | 2.00 – Tied Lowest EP |

EFFECTIVE PRACTICE: (6) PERSONNEL LEADERSHIP

| | 2023 |
|----------------------------|-----------------------|
| Average Board Score | 2.17 – Tied Lowest EP |
| Average Self Score | 2.00 – Tied Lowest EP |

EFFECTIVE PRACTICE: (7) SYSTEMS LEADERSHIP AND MANAGEMENT

| | 2023 |
|----------------------------|-------------------|
| Average Board Score | 3.67 – Highest EP |
| Average Self Score | 4.00 – Highest EP |

EFFECTIVE PRACTICE: (8) EQUITY, CLIMATE, AND CULTURE

| | 2023 |
|---------------------|------|
| Average Board Score | 2.67 |
| Average Self Score | 3.00 |

EFFECTIVE PRACTICE: (9) LEADERSHIP, CONDUCT, AND PROFESSIONAL GROWTH

| | 2023 |
|---------------------|------|
| Average Board Score | 3.33 |
| Average Self Score | 3.00 |

SUMMARY OF EVALUATION

| | 2023 |
|---------------------|------|
| Average Board Score | 2.83 |
| Average Self Score | 3.00 |

2023 CONCLUSION OF EXECUTIVE SUMMARY:

Board Identified Areas of Growth:

1. (6) Personnel Leadership
2. (5) Teaching and Learning
3. (3) Collaboration with Families and Community

Superintendent Identified Areas of Growth:

1. (6) Personnel Leadership
2. (5) Teaching and Learning
3. (3) Collaboration with Families and Community

TOP (3) PRIORITY AREAS OF GROWTH: to be addressed through superintendent goals.

- 1.
- 2.
- 3.

NASB PROPOSED SUPERINTENDENT GOAL:

Both the board and the superintendent identified Personnel Leadership, Teaching and Learning, and Collaboration with Families and Community as areas of growth in the evaluation this fall. NASB has identified one superintendent goal for the district to consider based upon the Effective Practice Personnel Leadership. We recommend that the district utilizes the other areas of improvement to develop additional superintendent goals going forward.

Superintendent Goal 1: The superintendent effectively uses strategies, processes, and systems to hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.

1.a. Ensure personnel and financial resources are allocated to achieve district vision and direction.

1.b. Address recruitment, induction, development, evaluation, and retention of high-performing diverse staff through short-term and long-term planning.

INSTRUCTIONS FOR NEXT STEPS: The board will include the superintendent evaluation on the board meeting agenda to celebrate the success of the superintendent and to address areas of growth. It is recommended that the board 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. The timeline will ensure that updates of progress and success are presented to the board by the superintendent. Note: The superintendent evaluation is a personnel document; therefore, it is not subject to a public record request. 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.

Please note: 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.

5008

Pregnant or Parenting Students

Students who are pregnant or parenting are encouraged to continue participating in the district's educational and extracurricular programs.

I. Accommodations Regarding Attendance and Participation

A. Generally

Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting should notify their building principal as early as possible to discuss their educational programming. The building principal will work with the student to develop a plan to assist the student in participating in district curriculum and extra-curricular activities. Such a plan will include:

1. The provision of online courses if the student cannot regularly attend classes;
2. The arrangement of meeting times with teachers;
3. The identification of child care providers that meet statutory requirements for quality and care if the student has not identified appropriate child care; and
4. All other curricular adjustments, modifications, and means of supplementing classroom attendance deemed appropriate by the school administrators, which will include, but not be limited to, the modification of attendance policies.

B. Students with Disabilities

For students with disabilities who have an IEP or Section 504 plan, the administrators, student's parents or guardians, and student if appropriate will collaborate with the student's educational team to coordinate accommodations consistent with state and federal law. As permitted by law, students may be entitled to accommodations as a result of pregnancy.

II. Accommodations Regarding Lactation and Breastfeeding

A. Accommodations

1. In order to accommodate lactating and breastfeeding students, the district will provide reasonable opportunities to express breast milk or breastfeed in a place, other than a bathroom, which is shielded from view and free from intrusion from district students, employees, and the public. 2. Students who wish or need to express breast milk on a regular schedule will work with school administrators to create a schedule which accommodates the student's needs while facilitating education to the maximum extent possible. 3. The district will provide a location for students to store expressed breast milk in or near the location designated for students to express milk to create the least amount of disruption to the student's participation in class or activities.

B. Educational Process

In order to prevent interference with the educational process, no student shall express breast milk within school classrooms or buses. Nothing in this policy limits the authority of the administration to impose consequences consistent with the Student Discipline Act and other state and federal law.

Adopted on: April 10, 2018

Revised on:

Reviewed on: March 26, 2018

3040

School Safety and Security

In order to fulfill its obligation to provide a safe and secure learning environment, the Board of Education has adopted this School Safety and Security Policy. Although the district will take reasonable steps to protect students and staff, no entity can provide complete safety and security at all times. This policy does not make the district a guarantor of the safety of students, staff or patrons.

I. General Safety and Security

a. NDE Rubric

The District will meet at least the minimum requirement for each school safety and security standard indicator adopted by the Nebraska Department of Education.

b. School Hours

- i. During a crisis situation, the administration will maintain established school hours and proceed with all co-curricular activities as scheduled whenever possible.
- ii. If, during a crisis situation, the parent(s) or guardian of a student decide that the student needs to be absent, this absence may be excused.

c. Access to School Facilities

- i. The school's facilities may not be used for funeral or memorial services during the school day.
- ii. This policy does not discourage the presentation of traditional American Legion memorial services which promote patriotism.

d. Memorials

All memorial requests must be submitted to the Superintendent of Schools for review and approval. If the Superintendent determines that additional review is necessary they will refer the request for consideration by the Board of Education.

II. Superintendent's Duties Related to Safety and Security

a. Appointment of Crisis Team

The Superintendent or their designee shall appoint members to serve on the school district's crisis team. The superintendent may, but is not required, to include representatives from the following groups on the crisis team:

- Administrators

- Teachers
- Health/mental health
- Facilities staff
- Transportation staff
- Food service staff member
- Information technology staff
- Students
- Parents
- Staff member with expertise on the needs of students with disabilities
- Organizations that serve the disabled
- Organizations that serve the needs of minority populations (ELL, race, etc.)
- Representatives from local early responders (law enforcement, fire and rescue personnel, railroad, factories, etc.)

b. Compliance with Fire and Safety Codes

The Superintendent will ensure that the school district meets all current fire and life safety codes or is in the process of coming into compliance.

c. Annual Safety Audits

The Superintendent or their designee will arrange for the performance of an annual safety audits using an external consultants utilizing the standardized audit protocol adopted by the Nebraska Department of Education.

d. Mutual Aid Agreements

The Superintendent or their designee will enter into mutual aid agreements to address the academic, physical, operational, psychological, and emotional recovery areas when possible with appropriate local entities.

e. Visitor Protocol.

Each building principal shall adopt a protocol for visitors to his/her school building to sign in upon arrival and departure and to be identified as a visitor while they are in the building during the school day. The protocol must also address visitors in specialized areas of the school such as playgrounds, gyms, cafeterias and the like.

This protocol may be written or unwritten but must be clearly communicated to and enforced by all staff.

The building principal will report individuals who repeatedly violate the visitor protocol to the superintendent for possible exclusion from school facilities pursuant to board policy.

f. Emergency Drills

Each building principal must ensure that the following drills are conducted in his/her building:

- i. Fire drills (evacuation): One fire drill conducted monthly with one additional drill being conducted during the first 30 days of school.
- ii. Tornado drills (shelter): One drill at the beginning of each school year and a second drill during the month of March.
- iii. Bus evacuation drills: Two drills during the school year involving all students and appropriate staff. Recommended that one drill occur during the first month of school.
- iv. Safety Lockdown Drills: Two drills during the school year with one taking place each semester.

Each building principal must also conduct any non-required drills recommended by crisis team or district safety team.

Each building principal shall conduct a performance review of each of the drills conducted pursuant to this policy. This review does not have to be in writing.

Adopted on: July 9, 2018

Revised on:

Reviewed on: June 25, 2018

3049

Drones and Unmanned Aircraft

Drones, Unmanned Aircraft Systems, and any other such vehicles (“drones”), which are not operated for purposes of district programs or activities, may not be operated on or above district property without the prior written permission of the superintendent or designee. Any authorized use of drones must comply with all state and federal regulations governing the operation of drones, including FAA regulations.

Drones owned by the district or operated on or above district property with permission must be operated:

1. In compliance with this policy and all other district policies;
2. Only outside the school building(s) in the area authorized or designated by the superintendent or designee;
3. Under the direct supervision of an individual fully trained and skilled in the system’s operation;
4. By an individual with the requisite skill and training to safely operate the drone; and
5. Consistent with any other limitations imposed by the superintendent or designee.

Any monitoring or recording of picture, video, or audio by a drone must have the prior written permission of the superintendent or designee and comply with all board policies governing recordings, data, and records.

Any unauthorized use of a drone is strictly prohibited. Devices used in a manner that does not comply with this policy or applicable state and federal law may be confiscated and the operator may be subject to discipline, civil liability, or criminal liability.

Adopted on: July 9, 2018

Revised on:

Reviewed on: June 25, 2018

Student Internet and Computer Access

Students are expected to use computers and the Internet as an educational resource. The following procedures and guidelines govern the use of computers and the Internet at school.

I. Student Expectations in the Use of the Internet

1. Acceptable Use

Students may use the Internet to conduct research assigned by teachers.

Students may use the Internet to conduct research for classroom projects.

Students may use the Internet to gain access to information about current events.

Students may use the Internet to conduct research for school-related activities.

Students may use the Internet for appropriate educational purposes.

2. Unacceptable Use

Students shall not use school computers to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.

Students shall not engage in any illegal or inappropriate activities on school computers, including the downloading and copying of copyrighted material.

Students shall not use e-mail, chat rooms, instant messaging, or other forms of direct electronic communications on school computers for any unauthorized or unlawful purpose or in violation of any school policy or directive.

Students shall not use school computers to participate in on-line auctions, on-line gaming or mp3/mp4 sharing systems.

Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.

Students shall not use school computers for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.

Students shall not publish web pages that purport to represent the school district or the work of students at the school district without the express written permission of the system administrator.

Students shall not erase, rename or make unusable anyone else's computer files, programs or disks.

Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.

Students shall not copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.

Students shall not write, produce, generate, copy, propagate or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse.

Students shall not configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.

Students shall not take home technology equipment (hardware or software) without permission of the system administrator.

Students shall not forge electronic mail messages or web pages.

II. **Enforcement**

1. **Methods of Enforcement**

The district monitors all Internet communications, Internet usage and patterns of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at any time.

The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.

Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.

The school district staff will monitor students' use of the Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

2. **Consequences for Violation of this Policy**

Access to the school's computer system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:

Loss of computer privileges;

Short-term suspension;

Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and

Other discipline as school administration and the school board deem appropriate.

Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

III. **Children's Online Privacy Protection Act (COPPA)**

The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.

This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

Adopted on: July 9, 2018

Revised on: _____

Reviewed on: June 25, 2018

Bill Review Schedule for 2024

January 8

Carrie

Mary

February 12

Samantha

Katie

March 11

Robin

Liz

April 8

Mary

Samantha

May 13

Katie

Liz

June 10

Robin

Carrie

July 8

Mary

Samantha

August 12

Carrie

Liz

September 9

Samantha

Katie

October 14

Robin

Liz

November 11

Mary

Carrie

December 9

Robin

Katie

| Date | | CIP Presentation |
|-------------|------------|-------------------------|
| February | 12th | |
| | 26th | Seymour |
| March | 11th | Wildewood |
| | 25th | Karen Western |
| April | 10th (Wed) | MB |
| | 22nd | RHS |
| May | 13th | Blumfield |
| June | 10th | RMS |
| | 24th | |
| July | 8th | |
| | 22nd | Meadows |

Ralston Public Schools
Monthly Administrative Update Foodservice
October, 2023

| October, 2023 | | | | | |
|-----------------------|--------------------------|---------------------|---------------------|-----------------------------------|-----------------------|
| RPS Revenue | | | RPS Expenses | | |
| Cash Sales | Breakfast | \$ 10,998.35 | | District Labor | \$ 75,000.00 |
| | Lunch | \$ 37,730.85 | | District Operating Expense | \$ 9,926.41 |
| | Student Ala Carte | \$ 15,975.35 | | Sodexo | \$157,098.30 |
| | Adult Ala Carte | \$ 157.50 | | Credit for Commodities | \$ (22,517.09) |
| | | | | Total Expenses | \$219,507.62 |
| Reimbursements | Breakfast | \$ 48,856.38 | | | |
| | Lunch | \$136,329.95 | | | |
| | Snacks | \$ 2,487.42 | | | |
| | Total | \$252,535.80 | RPS | | \$ 33,028.18 |

| | 10/2023 TOTAL MEALS SERVED | 10/2023 MEALS PER DAY | 10/2022 TOTAL MEALS SERVED | 10/2022 MEALS PER DAY |
|-------------------|-----------------------------------|------------------------------|-----------------------------------|------------------------------|
| Elementary | | | | |
| Breakfast | 18,244 | 960 | 16,702 | 879 |
| Lunch | 24,921 | 1312 | 23,867 | 1256 |
| | | | | |
| RMS | | | | |
| Breakfast | 1515 | 80 | 1189 | 63 |
| Lunch | 6925 | 364 | 6613 | 348 |
| | | | | |
| RHS | | | | |
| Breakfast | 3307 | 174 | 3687 | 194 |
| Lunch | 10,782 | 567 | 10,473 | 551 |
| | | | | |
| RPS Total | | | | |
| Breakfast | 23,066 | 1214 | 21,578 | 1136 |
| Lunch | 42,628 | 2243 | 40,953 | 2155 |

RPS Free and Reduced
October 31, 2023
65%

October, 2023 Events:

We have continued to provide free breakfast to ACT testing students in October.

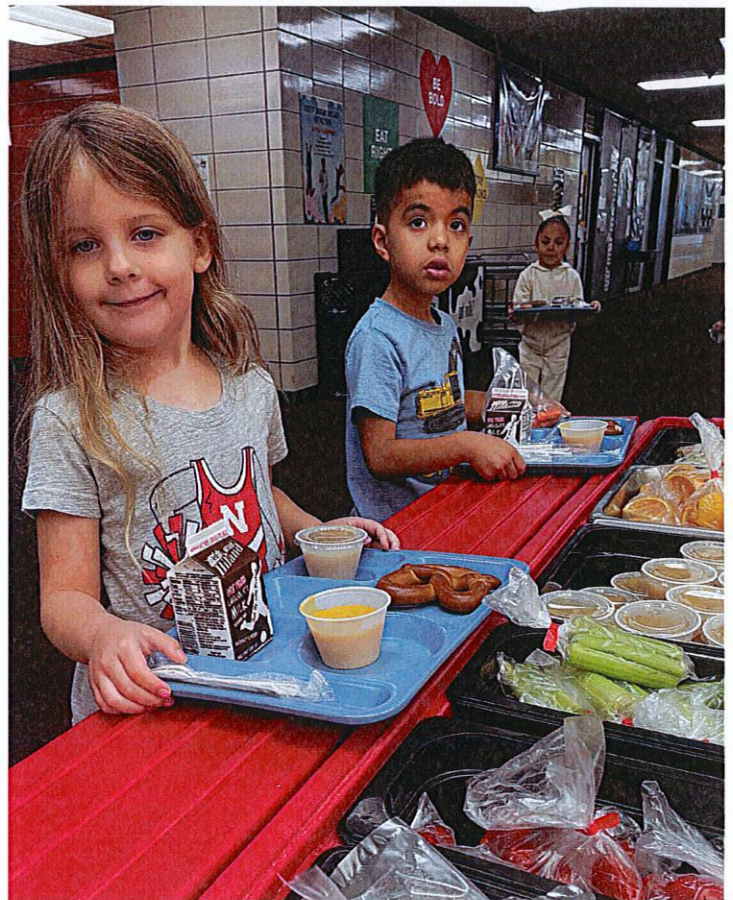
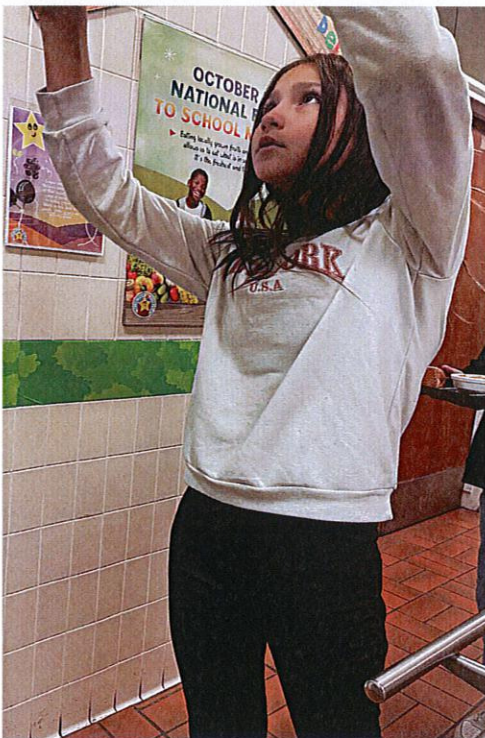
All elementary schools played Lucky Tray on Fridays in October and the kids love this.

We have continued to enroll students in finger scanning. All of Wildewood and Mockingbird and Blumfield students are finger scanning.

Regular monthly training – lock out/tag out and workplace violence and slips, trips and falls. We also had several staff renew their Douglas Count Safe Foodhandler certification.

Our department became fully staffed this month for the first time in a long time. We are crossing our fingers that this lasts a little while.

Total foodservice training time: 40 hours



Ralston Public Schools
Monthly Administrative Update Foodservice
November, 2023

| November, 2023 | | | | | |
|-----------------------|--------------------------|---------------------|---------------------|-----------------------------------|-----------------------|
| RPS Revenue | | | RPS Expenses | | |
| Cash Sales | Breakfast | \$ 10,103.85 | | District Labor | \$ 65,000.00 |
| | Lunch | \$ 35,206.30 | | District Operating Expense | \$ 250.00 |
| | Student Ala Carte | \$ 14,592.35 | | Sodexo | \$143,331.38 |
| | Adult Ala Carte | \$ 156.20 | | Credit for Commodities | \$ (29,395.71) |
| | | | | Total Expenses | \$179,185.67 |
| Reimbursements | Breakfast | \$ 51,576.88 | | | |
| | Lunch | \$132,405.46 | | | |
| | Snacks | \$ 1,755.00 | | | |
| | Total | \$245,796.04 | RPS | | \$ 66,610.37 |

| | 11/2023 TOTAL MEALS SERVED | 11/2023 MEALS PER DAY | 11/2022 TOTAL MEALS SERVED | 11/2022 MEALS PER DAY |
|-------------------|-----------------------------------|------------------------------|-----------------------------------|------------------------------|
| Elementary | | | | |
| Breakfast | 16,339 | 908 | 15,540 | 863 |
| Lunch | 22,539 | 1252 | 23,234 | 1291 |
| | | | | |
| RMS | | | | |
| Breakfast | 1429 | 79 | 1160 | 64 |
| Lunch | 6523 | 362 | 5904 | 328 |
| | | | | |
| RHS | | | | |
| Breakfast | 3172 | 176 | 3539 | 197 |
| Lunch | 10,088 | 560 | 9286 | 516 |
| | | | | |
| RPS Total | | | | |
| Breakfast | 20,940 | 1163 | 20,239 | 1124 |
| Lunch | 39,150 | 2174 | 38,424 | 2135 |

November 2023 Events:



RPS traditional Senior Citizen Thanksgiving at RHS and the KW Thanksgiving were held and these both went well. The senior citizen Thanksgiving had many more guests than expected, due to excellent work by our communications people, but we didn't run out of food. 6th grade students at KW served the meal to all and they did a great job.

Regular monthly training – Chemical hazards and record keeping were reviewed. Several of the food service staff attended the Douglas County Safe Foodhandlers course, and all passed. There was a new training this year by Douglas County for all kitchen managers and we all attended this - universal precautions to minimize and control the spread of disease through body fluids.

Total foodservice training time: 50 hours

RHS provided about 100 clean and empty milk cartons to the Ralston library to be used for gingerbread houses.

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

Wildewood moved out of the Westside Community Center and Blumfield moved in. Blumfield students left their favorite lunch memories on the wall outside the lunch room.

