

Board of Education Regular
Meeting/Business
Monday, January 22, 2024 6:00 PM

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

Agenda

1. Call To Order
Speaker(s): Board President
2. Pledge of Allegiance
Speaker(s): Board President
 - 2.1. Roll Call - Excuse Board Members not in attendance
Speaker(s): Board President
3. Public Comment Sign In Procedure
 - 3.1. Public Comment
4. Consent Agenda (Action)
Speaker(s): Board President
5. Board Development and Communication
 - 5.1. Board Members' Update
6. Superintendent's Report
Speaker(s): Superintendent
 - 6.1. Bond Expenditure Tracker
Speaker(s): Jason Buckingham
 - 6.2. Instructional Time Update
Speaker(s): Jason Buckingham
 - 6.3. Budget Adoption Calendar
Speaker(s): Aaron Bredenkamp
 - 6.4. Strategic Plan Update
Speaker(s): Jason Buckingham
 - 6.5. Government Relations Update
Speaker(s): Jason Buckingham
 - 6.6. NASB Updates and Information
Speaker(s): Mrs. Elizabeth Kumru
 - 6.7. Enrollment Update
Speaker(s): Mr. Jason Buckingham
 - 6.8. Board of Education Subcommittee assignments
Speaker(s): Jason Buckingham
7. Standards Based School Improvement
 - 7.1. Policy 2012 revised (Action)

Speaker(s): Jason Buckingham
 - 7.2. Policy 6007 Revised (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. Adjourn

2009 Public Participation at Board Meetings

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

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

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

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

Adopted on: March 25, 2019

Revised on:

Reviewed on: March 25, 2019

Ralston Board of Education Public Comment Procedures

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

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

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

Public Participation at Board Meetings Form

**Ralston Board of Education
PUBLIC COMMENTS**

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

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

PLEASE PRINT

Name _____ Date _____

Address _____

City _____ State _____ Zip Code _____

Subject of Public Comment: _____

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

Monday, January 16, 2024

The Ralston Public Schools Board of Education met in open, public session on Tuesday, January 16, 2024. This meeting was originally scheduled for January 8, 2024, but was rescheduled due to inclement weather. The meeting took place at the Virginia Moon Administrative Center, 8545 Park Drive, Ralston, NE. The District provided advanced notice by publication in *The Omaha Daily Record* and on the District's website, www.ralstonschools.org.

Call to Order

Superintendent, Mr. Jason Buckingham, called the meeting to order at 6:00 pm.

Board of Education Reorganization

The Ralston Board of Education conducted a reorganization to elect officers for the 2024 year. Below are the results of the reorganization.

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

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

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

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

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

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

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

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

Roll Call

The Board voted to excuse Board Member Mrs. Katie Krause. The record will show Mrs. Krause did arrive at 6:08 pm and was in attendance for the rest of the meeting. In addition to the Board members, those in attendance included Mr. Jason Buckingham, Dr. Aaron Bredenkamp, Dr. Mike Rupprecht, Dr. Anne Harley, and Mrs. Marci Carroll. Motion to excuse Mrs. Krause was made by Mrs. Liz Kumru and seconded by Mrs. Carrie Hough.

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

Consent Agenda

Consent agenda items include minutes from the December 11th meeting; December Financial Report, December bills in the amount of \$530,836.14 for the General Fund, and \$3,651,230.62 for the Special Building Fund. Prior to the meeting, Mrs. Carrie Hough and Ms. Mary Roarty reviewed the bills.

Recommend the following teachers be hired for the 2024-25 school year:

Emily Kern - Mockingbird - Kindergarten. BA-UNO. Previous Experience: Former RPS Student teacher and Sub.

Paige Todd - Seymour - 6th grade. (Taught at Seymour from 2015-2022)

Recommend the following teacher resignations be accepted:

Alyssa Agoncillo - Wildewood - 6th grade

Jaque Maddox - RHS - FCS

Tim Reischl - RMS - Social Studies

Lynn Behounek - RMS - Media Specialist

Deanna Johansen - RHS - Math

Jodi Krauss - Blumfield - Special Education

Shawna Mayer - CADRE Associate

Motion to approve consent agenda made by Mrs. Liz Kumru and seconded by Mrs. Samantha Willey.

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

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Each Board member commented on the certified staff participating in the voluntary separation program and leaving RPS at the end of the school year. They were grateful for their years of service and dedication to the students and families of Ralston Public Schools.

Ms. Roarty and Mrs. Kumru enjoyed attending the RHS One Act Play and several other holiday programs before winter break. Mrs. Kumru announced she is implementing a scholarship program for RHS seniors who plan to study science in honor of a special friend.

Mrs. Krause has been on maternity leave and has enjoyed reading all the social media communication from every RPS school.

Mrs. Hough enjoyed speaking with students as part of the mock interview program at RHS. She also attended the open house at Wildewood and stated how many positive comments she heard from families and community members.

Mrs. Willey appreciated the December meeting held at Wildewood. She loved seeing how amazing the building looks after renovation. She also mentioned the blood drive at RHS on January 26th.

Mrs. Richards echoed the comments of her fellow Board members and reminded everyone to take precautions due to the inclement weather. She shared her appreciation of Mr. Buckingham's decision to close schools due to the recent snowstorm and keeping our kids safe.

District Financial Report

Dr. Aaron Bredenkamp provided a financial report for the month of December 2023.

Government Relations Update

RPS District lobbyist, Mr. Joe Kohout of Kissel, Kohout, ES Associates LLC, provided information on the upcoming legislative session which convened on January 3rd. He stated approximately 70 new bills were introduced on the first day of the session. He also provided a brief synopsis of bills which related to education.

NASB Update

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

Enrollment Update

Dr. Anne Harley reported enrollment is up a total of 39 students compared to the same time the previous year. She also stated option enrollment applications will be accepted until March 15th.

District Bond Project Update

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

- **Mockingbird**

- Framing inspection for 2nd floor next week, drywalling to follow
- Temporary heat is installed, and building is at a workable temperature
- Duct work, plumbing, electrical work all progressing on schedule
- Gym is painted, ceiling and walls
- Tile work is starting in some sections

- **Blumfield**

- All major demo has been completed, some minor areas remain
- Curbs for RTU's on 2/05, installation to follow
- Underground plumbing is complete
- Framing phases 2 and 3 progressing

- **Meadows**

- Media Center desk repair

- **Wildewood**

- Exterior lights to be completed in 2 weeks, followed by programming

- **Seymour**

- Sub Contracts are nearly filled
- GMP on tonight's agenda

- **Karen Western**

- Prebid walkthrough on flooring 1/15

- **RMS**

- Walkthrough 1/15

STANDARDS BASED SCHOOL IMPROVEMENT

Construction Manager at Risk Contract Approval

Motion for Ralston Public Schools to enter into a construction management agreement with the Weitz Company for the Seymour Elementary, Ralston Middle and Ralston High School Facilities Improvement Project as proposed was made by Ms. Mary Roarty and seconded by Mrs. Liz Kumru.

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

Seymour Elementary Renovation Guaranteed Maximum Price (GMP)

Motion to approve the GMP from Weitz for the remodel of Seymour Elementary in the amount of \$3,605,014 was made by Mrs. Kate Krause and seconded by Mrs. Liz Kumru.

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

District Service Providers

The Board reviews the list of District service providers each January. The Board approved the District Service Provider list as presented with a motion by Ms. Mary Roarty and seconded by Mrs. Carrie Hough.

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

Title IX Coordinator Appointment

Motion to approve Dr. Mike Rupprecht to serve as the RPS Non-Discrimination Compliance Coordinator and Title IX Coordinator passed with a motion made by Mrs. Liz Kumru and seconded by Mrs. Katie Krause.

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

Calendar Approval for the 2024-2025 and 2025-2026 School Years

The calendars were approved on 12/11/23 but contained an error identifying a Compensation Day as an Inservice day. Mrs. Katie Krause motioned to approve the amended calendars as presented and Mrs. Samantha Willey seconded the motion.

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

POLICY REVIEW

The following policies were reviewed:

5045 - Student Fees

5057 - District Title I Parent and Family Engagement Policy

6007 - Senior Recognition

6027 - Field Trips

6002 - School Calendar

2012 - Board Code of Ethics

EXECUTIVE SESSION

The Board voted to move into Executive Session at 7:36 pm to discuss contract negotiations.

Motion made by Mrs. Liz Kumru and seconded by Ms. Mary Roarty.

Mrs. Hough: Yes

Mrs. Richards: Yes

Mrs. Krause: Yes

Ms. Roarty: Yes

Mrs. Kumru: Yes

Mrs. Willey: Yes

The Board voted to adjourn the executive session at 8:17 pm. Motion made by Mrs. Liz Kumru and seconded by Mrs. Katie Krause.

Mrs. Kumru: Yes

Mrs. Hough: Yes

Mrs. Willey: Yes

Mrs. Richards: Yes

Mrs. Krause: Yes

Ms. Roarty: Yes

Adjournment

The Board adjourned at 8:18 pm with a motion made by Mrs. Liz Kumru and a second by Mrs. Katie Krause.

Mrs. Willey: Yes

Mrs. Kumru: Yes

Mrs. Hough: Yes

Ms. Roarty: Yes

Mrs. Krause: Yes

Mrs. Richards: Yes

The next regular meeting is scheduled for January 22, 2024, at 6:00 pm.

Mrs. Robin Richards, President

Mrs. Samantha Willey, Secretary

Special Building Fund Expenditure Tracker

1/17/2024

Building	FY 24	FY 23	FY 22	Total to Date	Budgeted	Variance to date
163 BL	\$ 2,859,323	\$ 473,126	\$ 253,411	\$ 3,585,860	\$ 9,582,464	\$ 5,996,604
164 KW	\$ 524,182	\$ 1,556,682		\$ 2,080,864	\$ 2,836,267	\$ 755,403
166 ME	\$ 748,742	\$ 5,738,202	\$ 89,636	\$ 6,576,580	\$ 6,899,195	\$ 322,615
167 MB	\$ 5,927,154	\$ 10,397,409	\$ 1,078,804	\$ 17,403,367	\$ 24,916,803	\$ 7,513,436
168 SY	\$ 174,231	\$ 43,443		\$ 217,674	\$ 3,569,961	\$ 3,352,287
169 WW	\$ 3,557,001	\$ 2,637,355	\$ 44,431	\$ 6,238,787	\$ 6,559,752	\$ 320,965
260 RMS	\$ 267,277	\$ 73,217		\$ 340,494	\$ 6,706,296	\$ 6,365,802
360 RHS	\$ 1,817,423	\$ 3,391,996	\$ 12,029	\$ 5,221,448	\$ 23,994,263	\$ 18,772,815
800 DW	\$ 248,050	\$ 428,862	\$ 698,909	\$ 1,375,821	\$ 3,100,000	\$ 1,724,179
				\$ -		\$ -
Totals	\$ 16,123,383	\$ 24,740,292	\$ 2,177,220	\$ 43,040,895	\$ 88,165,001	\$ 45,124,106



Instructional Time Analysis Spring 2024

Grade Level	State Required Minimum	Instructional Time Per Day () Days Per Week	Ralston Current Instructional Time Total	Balance Above State Minimum (HRS)	Balance Above State Minimum (Days)
3 Year Old Program	NA	3.25 (4)	471.25	NA	NA
4 Year Old Program	450	7 (4)	1020	+637.5	+90.07
KG	400	6.5 (4) 5.00 (1)	1087.50	+687.5	+104.77
1 – 6	1032	6.50 (4) 5.00(1)	1082.50	+50.5	+6.77
RMS	1080	6.73 (4) 5.00 (1)	7 th 1120.85 8 th 1115.85	7 th +40.85 8 th +35.85	+5.07 +4.32
RHS	1080	6.83 (4) 5.00 (1)	9 th 1135.35 10 th -12 th 1130.35	9 th +55.35 10 th -12 th +50.35	+7.10 +6.37

Key Elements:

- Students last day is scheduled for May 23, 2024
- Ralston Current Instructional Time includes 3 lost days for inclement weather (3 additional days lost WW/BL, anticipate 1 day additional at SY and 2 days additional at MB lost due to moves).
- Staff will be expected to complete two contract days on August 5-6, 2024. The additional contract days will be divided between professional development and increased classroom preparation time and planning for our staff moving into remodeled/new spaces.
- Staff will not be expected to make up the third and final instructional day lost to inclement weather.
- Updated January 13, 2024

Ralston Public Schools

Budget Development Calendar

2024/2025

November 2023 to June 2024	Detailed administrative review of all budget categories and proposed budget reductions/additions
February/March	Business Officials forecast funding outlook and preliminary valuation projections
February	NDE may certify 2024/2025 state aid to schools, no guarantees as they now have until June 1 for certification if they choose
April to June	Cabinet level administration planning meetings for 2024/2025 strategic planning for budget development
May/June	Formulate and finalize department and building budgets and compile all pertinent information into a working document for BOE inspection.
June 10	Preliminary budget projections for the 2024/2025 budget development presented to BOE
July	Cabinet level administrative budget development and refinement.
July 8	Present preliminary budget and projections to the Board of Education as a discussion item during regular BOE Meeting.
August 20	Real property valuation is certified by the County Assessor's Office of Douglas County
August 26	Present amended budget proposal for Board consideration
September 1	Special building fund levy and budget allocation is certified to each member school by the Learning Community Coordinating Council.
September 9	Conduct Official Budget Hearing at 5:30 PM prior to the Regular Board of Education Meeting at 6:00 PM.
September 9	Conduct Tax Request Hearing at 5:45 PM prior to the regular Board of Education meeting at 6:00 PM
September 9	Officially adopt the 2024/2025 Ralston Public Schools Budget during the regular BOE Meeting.
September 23	Officially approve the 2024/2025 Tax Request Resolution for the Ralston Public Schools.



Ralston Public Schools Strategic Plan

Purpose & Direction

Purpose

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

Direction

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

Strategic Priorities

Buildings, Grounds, & Operations

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

Teaching & Learning

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

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

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

Finance & Human Resources

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



Strategic Priority

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

Status: In Progress - 50% Complete

Outcomes

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

Timelines

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

Strategy Leader: Jason Buckingham

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

Key Teams: Construction Meeting Teams

Progress Update:

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

Current: Softball and Baseball are completed, MB construction is progressing, Meadows and Wildewood are complete, KW will complete by 7/2024, BL is proceeding, 2nd CM@R has been awarded and approved. Work begins in May at RMS and SY

Strategic Priority

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



Status: In Progress - 85% complete

Outcomes

- Initiate work around Professional Learning Communities.
- Complete initial implementation at all schools.
- Develop a common framework for equitable access to tiered supports.
- Develop common formative and summative assessments.
- Complete district wide implementation of framework for equitable access to tiered supports (RPS Layered Continuum of Support).
- Explore and implement evidence of learning and grading practices, policies, and framework.

Timelines

2018-2019
 2019-2020
 2019-2021
 2019-2023
 2021-2023
 2021-2024

Strategy Leader: Anne Harley

Key Members: Sara Zabrowski-Gates

Key Teams: Grade level teams, Departments, MTSS District Leadership Team, ELA Toolbox, all certified staff

Progress Update:

11/8/2021: Our team has focused heavily on implementing WIN time in reading, math, and for behavior (some buildings). Every building is now implementing WIN, some in one subject, some in all areas. Our K-6 teachers have had the opportunity to share how WIN looks at their building with each other, and our 7-12 has been trained on the flex period program. The RPS Grading Committee has met four times to discuss our goal for grading and expectations, dug into best practices in grading, looked at various frameworks, and identified practices we need to further explore.

We have built in time for teacher teams to develop common formative and summative assessments during each professional learning day. The PLC Work Groups have been restructured to focus on specific areas that buildings are wanting more information on (i.e. deeper dive into WIN time, responding when students get it, etc).

3/28/2022: We are continuing to focus on our implementation of WIN time, collaborative processes, and development of common formative and summative assessments. This work will continue in the fall with an emphasis on English Language Arts at the Elementary and all course areas in the secondary grades.



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

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

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

7/2023

- Karen Western and Meadows will pilot PLCs during common plan time M-Th so all key players can be at the table at once, serving as a SAT team. This allows the principal and specialists to be involved in the conversations.

11/2023

- Solution Tree Workshops in Omaha (Singletons, You Can Learn)

1/9/2024

- Master schedule for all elementary buildings has been revamped to ensure all teams have common plan times and PLCs on a 6-day rotation which ensure the principal and support staff can attend.



Strategic Priority 2.2 Develop and implement cultural and technical change that leads to high expectations for learning and hard work, strong connections and belonging, and organizational systems that further build an equitable community for all students.	
Status: 5% Complete	
Outcomes: Environment <ul style="list-style-type: none">● 2.2a. Developing systems and opportunities to increase student voice and ownership at all levels in our organization.● 2.2b. Utilize culturally relevant and rigorous pedagogy as outlined in the Framework for Teaching. Outcomes: Instruction <ul style="list-style-type: none">● 2.2c. Implement high quality core instruction in ELA.● 2.2d. Implement a core Social Emotional Learning curriculum.● 2.2e. Develop the Tier 2 and 3 structures of an MTSS SEL Framework.● 2.2f. Explore dual language instruction models.● 2.2g. Utilize engaging instructional strategies that meet diverse learning needs.● 2.2h. Implement a project-based learning approach for High Ability Learner services.● 2.2m. Utilize elementary career awareness self-assessments to build relevance in learning. Outcomes: Systems	Timeline (see below)



- 2.2i. Develop a system for data collection and monitoring of student participation in extracurricular activities and athletics.
- 2.2j. Adjust and build upon communication processes and protocols related to attendance, athletics and extracurriculars, as well as family and community activities and events.
- 2.2k. Attract and retain a diverse and high-quality staff through creative and innovative partnerships and pathways.
- 2.2l. Define and monitor metrics around equity that will be used to identify progress and areas of need related to outcomes.

Strategy Leader: Dr. Anne Harley

Key Members: Dr. Sara Zabrowski-Gates, Jim Frederick, Dr. Dwayne Chism, Dr. Scott Blum, Missy Stolley

Key Teams: Equity Leadership Work Group

Progress Update:

12/9/2022:

Outcomes: Environment

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



Outcomes: Instruction

- 2.2c. We have unpacked and identified new priority standards based on the new state standards for English Language Arts. We are also in the process of reviewing curriculum materials within the curriculum adoption process for K-8. The High School English department has also been updating curriculum to integrate the new state standards across the different courses offered. At all grades, we are in the process of developing and updating the common assessments for ELA.
- 2.2d. Implement a core Social Emotional Learning curriculum. During the 1st semester our elementary classroom teachers have implemented a Tier 1 SEL curriculum called Well-Being by Studies Weekly (our Social Studies curriculum). This is being done at the Pk-6th grade level. Ralston Middle School and Ralston High School are utilizing Choose Love with supplemental materials and lessons provided by the counseling department.
- 2.2e. Develop the Tier 2 and 3 structures of an MTSS SEL Framework. This semester our school psychs and school counselors have utilized Professional Development time to discuss Tier 2 and Tier 3 data including but not limited to attendance, behavioral data (referral), grades if applicable, the DESSA and SAEBRS data.
- 2.2f. Explore dual language instruction models. Research has been conducted to learn more about dual language instructional model designs through the Nebraska Department of Education website, as well as the official Dual Language site. This includes a listing of all dual language programs across the state. Next steps include the development of a dual language leadership team to review models, needs in our district, timeframe, and allocation of resources. We will also consider one or more site visits to corresponding school districts which represent models we are most interested in.
- 2.2g. See 2.2 b for details.
- 2.2h. This semester we sent our HAL teachers to a 3 day PBL training. This session was focused on developing units of study using a project based learning approach. Our team has developed a pilot unit to try from now through the end of the year.
- 2.2m. Utilize elementary career awareness self-assessments to build relevance in learning. We have developed priority “look for’s” in a survey for students, and reviewed multiple platforms to match our corresponding needs. As a result, we are looking to add NE Career Connections to our 6th grade class, and My Next Move as a platform for K-5. Feedback is being gathered by the staff and administration at



Seymour Elementary for a potential pilot of this program to take place in Spring 2023. Planning Doc - Elementary CTE

Outcomes: Systems

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

5/2023:

Outcomes: Environment

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

Outcomes: Instruction

- 2.2c. We have completed the curriculum adoption process, and selected new materials to use in K-8. K-7 will be using CKLA and 8th grade will be using StudySync. 9-12 will be continuing with course updates for the upcoming school year. We have established a team of approximately 27 K-6 educators to serve on the ELA Toolbox. Their focus for Year 1 is creating unit plans and pacing guides for each grade level.

- 2.2.c Taking two RHS English teachers to Strong Instruction prior to new curriculum adoption.
- 2.2d.
- 2.2e. We have met with elem admin, grade level leaders, Reading Specialists, EL teachers, and several classroom teachers re: push-in vs pull-out to ensure all students receive grade level rigor, and attention is focused on Tier 1 instruction.
- 2.2f.
- 2.2g. We will continue with Equity Walks with Dr. Dwayne Chism and build the capacity of all principals in observing and facilitating conversations about how instruction is designed to serve every student in Tier 1.
- 2.2.g Ongoing PD in SIOP (engagement for all students)
- 2.2.g More push-in than pull-out (inclusive environment)
 - PD with SPED Strategies (NDE Journey to Inclusion)
 - Three book study options
 - Asynchronous 30-Days to Co-Teaching PD
- See 2.2 b for details.
- 2.2h. Team piloted the PBL unit developed and plans to develop another unit for next year over the summer 2023.
- 2.2m.

Outcomes: Systems

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



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

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



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

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



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

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

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

August 2023: MTSS District Leadership Team - Intro/Overview. Setting the foundation for understanding the 'why' of MTSS, the alignment with CIP, and first steps in creating ELA and Behavior Teams.

September 2023: MTSS District Leadership Team - Examined various data dashboards (ESU#3) to get a vision of how we can make the CIP process much more efficient and allow more time for student-centered conversation vs. data collection.

October 2023: Admin introduced to IDEAL Action Plans which will be presented to the BOE Feb-June 2024.

January 2024: RPS admin and teachers attending BIST and Capturing Kids Hearts conferences

January 2024: New 6-day schedule proposed for 24-25 includes guidance in the specials rotations to ensure all students have Tier 1 instruction on life skills, SEL, decision-making, and coping.



Strategic Priority 3.1 Complete a review of our talent acquisition, acceleration, advancement, and assessment processes and systems.	
Status: 50% Complete	
Outcomes <ul style="list-style-type: none"> ● Update hiring practices and procedures to include a talent, quality and fit component in the interview and selection process. ● Build upon recruitment strategies to encourage applicants from diverse backgrounds to apply. ● Identify, develop, and implement teacher self care supports. ● Identify, develop, and implement leadership and professional development opportunities for staff. 	Timelines 2019-2021 2021-2023 2021-2023 2021-2023
Strategy Leader: Dr. Mike Rupprecht Key Members: Jason Buckingham Key Teams: Cabinet Leadership Team	
Progress Update: <p>11/19/2021: The District Administration has worked in several areas to support the recruitment and retainment of quality candidates. Multiple Humanex tools have been implemented in the recruitment process as well as culture and climate assessments to review and impact the working environment for current staff. Building principals and teacher leaders are more involved with the selection of new staff allowing for deeper levels of ownership within their teams.</p> <p>Dr. Rupprecht has implemented a Diversity Scholarship Program for potential student teachers to Ralston Public Schools. Diverse teacher candidates can earn stipends for completing their student teaching here in Ralston. This program allows the District to recognize talent early and immediately begin recruitment.</p>	



District Administration closely monitors staff workload and substitute teacher coverage across the District. The Board of Education and Administration have identified additional days during the 1st semester that staff will not have to report allowing for time to unplug and recharge. As 2nd semester begins District Administration will continue to closely monitor conditions and respond accordingly.

Looking ahead to the 2nd semester, the district will be implementing a new substitute teacher model designed to complement our two existing programs. The goals of this program are to (a) promote collaboration and communication, (b) foster relationships, (c) enhance performance, and (d) provide reliable support to our staff members.

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

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

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

Goals for Finance and Human Resources

1. Continue to maintain financial stability through the use sound financial strategies. This shall include pursuing new grant/alternative funding to offset the costs of construction, personnel, or equipment purchase. Specifically, the District shall report the amount of either rebate or grant dollars collected throughout the course of the fiscal year. (OPPD)
2. The Superintendent and Cabinet shall research and implement a more extensive and robust recruiting strategy, specifically in efforts to attract a more diverse workforce. The district shall make an effort to have a minimum of **10%** of all new staff hired be either multilingual or contribute to the diversity of our current staff.
3. Create a new strategic plan, purpose and vision statement that defines the direction of the district for the next five years and beyond. Gather input from the students, community, staff and the BOE to begin the visioning process for the future of the Ralston Public Schools.

Goals for Building and Grounds Subcommittee (Draft)

1. The Superintendent and Cabinet shall continue to monitor the progress of existing bond projects and prepare a bi-weekly report on the current building projects to the BOE.
2. The Superintendent and Cabinet shall present to the BOE at the first meeting of each month the expenditures from the Special Building Fund, along with a detailed explanation of the expenditures, the amount of Special Building Fund balance remaining, and the scope of work identified at each project site.
3. The Superintendent and Cabinet shall develop schedules for the replacement of technology and the maintenance and upkeep of our facilities. A plan for technology replacement shall be developed and shared with the BOE by December 2023, a plan for maintenance and upkeep of each building shall be developed upon completion of each building's bond work.

Goals for the Teaching and Learning Subcommittee (Draft)

1. Academic achievement-
 - a. By October 2023, the Superintendent and the Teaching and Learning Department shall share with the BOE the current strategies used for early diagnosis and intervention for students reading below grade level.
 - b. By Fall of 2024, the Teaching and Learning Department and the Superintendent shall show improvement on the NSCAS assessment in the area of English Language Arts. Scores for grades 3-8 shall be tabulated, and the gap between the state average and Ralston's performance in the area of proficiency will be reduced by **25%** for the 2024 NSCAS ELA assessment. Subsequent years shall show a continued reduction in the gap in ELA scores by 25% each year.
2. Attendance
 - a. By the end of October, the Superintendent shall outline the different initiatives taken to improve student attendance overall at the Ralston Public Schools
 - b. Attendance rates for the Ralston Public Schools will show improvement in each of the 8 school buildings when compared to attendance rates from 2022-2023. The Superintendent shall report to the BOE at a regular board meeting the most current attendance data comparison between the current year and the most recent year. Attendance rates shall improve, and the District will reduce the gap between District and State Average Daily Attendance by 25% a year.
3. Staff Engagement
 - a. By March 2024, the Teaching and Learning Department and the Superintendent shall develop a platform for staff members to provide feedback on the current curriculum. The platform will include the ability for staff to give feedback and suggestions.

Strategic Plan Survey

1. The purpose of the Ralston Public School District is to: (Rank each line by level of importance)

Challenge students academically at all levels of performance

1 Not Important 2 Somewhat Important 3 Very Important (To be repeated for each line)

Ensure students are progressing academically in reading and math

Develop career related skills and prepare students for the workforce

Develop competence with current and emerging technologies

Teach social skills and apply them through collaborative opportunities

Provide exposure to multiple disciplines in academics, arts, activities and athletics

Develop citizenship skills such as respect for others, fairness and patience

Ensure a sense of belonging between students, school and community

Inspire and develop independent learners able to function independently

Providing hope and a sense of well-being to our students, families and stakeholders

2. The most important skills current Ralston students should learn before graduating are: (Rank each line by level of importance)

Communication

1 Not Important 2 Somewhat Important 3 Very Important (to be repeated for each line)

Problem solving and critical thinking

Academic skills (reading, writing, listening and critical thinking)

College and career readiness

Creativity, Curiosity and Innovation

Character and Integrity

Use of technology and responsible digital citizenship

Financial literacy

Citizenship

Resiliency

3. In your own words, what should be the key components of the Purpose Statement of the Ralston Public Schools over the next five years?
Our current Purpose Statement is "A community dedicated to achieving excellence through purposeful instruction and nurturing a climate of hope and inclusion"
4. In your opinion, what are the strengths of our school district?
5. What are the areas in need of development for our school district?
6. As you review Ralston's current themes, is there anything you might change or add to help develop a new strategic plan?
Current themes include: achievement, rigor and high expectations, ownership, accountability, excellence, empathy and hope
7. What else would you like to suggest we have not included above?

Student Survey questions (grades 6-12)

1. Tell me about your classroom/school.
2. If you could change anything about your classroom/school, what would it be?
3. If you return to Ralston ten years after you graduate, what areas of improvement would you like to see?
4. If you were to design a school of the future, how would you like to be taught?
5. What advice do you have for your teachers to fully engage you in learning?

Staff and Administrator Questions

1. The makeup of our student body has changed significantly over the last two decades, what steps do we need to take as a district to better serve our current population?
2. How can we manage the change and outside forces to our advantage?
3. As we think of Ralston in ten years, what do we need to do to maintain the district's core values while continuing to be an innovative school district?
4. Regarding Ralston, what are your biggest hopes and greatest fears for the school district?

Parent Questions

1. What do you like about your child's classroom/school experience this year and previous years?
2. If you could change anything about your child's classroom/school, what would it be?
3. What advice do you have for your child's teachers to fully engage them in the learning process?
4. What learning experiences do you think will be most important to your child's success as a graduate from Ralston?
5. Regarding Ralston, what are your biggest hopes and greatest fears for the school district?

Timeline for Strategic Plan Development

- 07/27/2023 Board of Education Retreat #1
Analyze current achievement data
- 10/11/2023 Board of Education Retreat #2
Establish temporary goals, identify short-term and long-term priorities for the district.
- 10/23 to 1/24 Develop a process to solicit and gather input from students, staff and community members regarding current strategic plan development. Review survey content in the Teaching and Learning Subcommittee
- 01/22/2024 Review surveys, current strategic plan, timeline and temporary goals at regular BOE meeting.
- 02/2024 Send surveys and gather information for strategic plan development
- 02/12/2024 Cognia visit
- 03/2024 Review and compile survey results, categorize results into themes, then begin rewrite of Strategic Plan
- 04/2024 Cognia results to be gathered and considered for strategic plan development, present draft strategic plan to all three subcommittees
- 05/2024 Present amended results to the Board of Education, and finalize the strategic plan

2024 Legislative Session*

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

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

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

Sun	Mon	Tues	Wed	Thur	Fri	Sat
April						
	1 RECESS	2 DAY 53	3 DAY 54	4 DAY 55	5 DAY 56	6
7	8 RECESS	9 DAY 57	10 DAY 58	11 DAY 59	12 RECESS	13
14	15 RECESS	16 RECESS	17 RECESS	18 DAY 60	19	20
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

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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.



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108TH LEGISLATURE, 1ST SESSION

CAN YOU REALLY MAKE A DIFFERENCE? YES YOU CAN!

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

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

DID YOU KNOW: #weLIVEhere

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



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

2023 LEGISLATIVE CALENDAR

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

(All Dates are Tentative & Subject to Change)



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YOUR ROLE - ADVOCACY & ENGAGEMENT

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108TH LEGISLATURE, 1ST SESSION

SHARE YOUR STORY

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

LEGISLATORS CARE ABOUT YOUR OPINION.

REMINDE THEM, YOU ARE THEIR NEIGHBOR.

VOTERS ALSO PUT YOU IN OFFICE.

YOU HAVE AN INFLUENTIAL ROLE IN YOUR COMMUNITY.

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

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

BUDGET

GENERAL FUND LEVY - BUILDING FUND LEVY

% OF BUDGET FOR SPECIAL ED

% OF BUDGET FOR ADMINISTRATIVE COSTS

DISTRICT VALUATION

KIDS

% KIDS ON FREE & REDUCED LUNCH

% OF KIDS IN ELL

OF NET OPTION STUDENTS

GRADUATION RATE/ACHIEVEMENT DATA

SCHOOL

ENROLLMENT

OF KIDS IN PRE-SCHOOL

AVERAGE CLASS SIZE

OF BUILDINGS / # OF TEACHERS

WHAT CAN NASB DO FOR YOU?

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

YOUR NASB LEGISLATIVE TEAM & RESOURCES

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

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

John Spatz - Executive Director - jspatz@NASBOnline.org

Lindsey Wooton - Administrative Specialist - lwooton@NASBOnline.org



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Nebraska Legislature: www.nebraskalegislature.gov

Senators Web Pages: www.nebraskalegislature.gov/senators

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108TH LEGISLATURE, 1ST SESSION



Sen. Julie Slama
District 1
Dunbar



Sen. Robert Clements
District 2
Elmwood



Sen. Carol Blood
District 3
Bellevue



Sen. Brad von Gillern
District 4
Elkhorn



Sen. Mike McDonnell
District 5
Omaha



Sen. Machaela Cavanaugh
District 6
Omaha



Sen. Tony Vargas
District 7
Omaha



Sen. Megan Hunt
District 8
Omaha



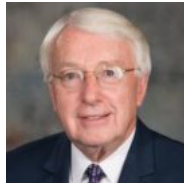
Sen. John Cavanaugh
District 9
Omaha



Sen. Wendy DeBoer
District 10
Omaha



Sen. Terrell McKinney
District 11
Omaha



Sen. Merv Riepe
District 12
Ralston



Sen. Justin Wayne
District 13
Omaha



Sen. John Arch
District 14
Papillion



Sen. Lynne Walz
District 15
Fremont



Sen. Ben Hansen
District 16
Blair



Sen. Joni Albrecht
District 17
Thurston



Sen. Christy Armendariz
District 18
Omaha



Sen. Robert Dover
District 19
Norfolk



Sen. John Fredrickson
District 20
Omaha



Beau Ballard
District 21
Lincoln



Sen. Mike Moser
District 22
Columbus



Sen. Bruce Bostelman
District 23
Brainard



Sen. Jana Hughes
District 24
Seward



Sen. Suzanne Geist
District 25
Lincoln

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108TH LEGISLATURE, 1ST SESSION



Sen. George Dungan
District 26
Lincoln



Sen. Anna Wishart
District 27
Lincoln



Sen. Jane Raybould
District 28
Lincoln



Sen. Eliot Bostar
District 29
Lincoln



Sen. Myron Dorn
District 30
Adams



Sen. Kathleen Kauth
District 31
Omaha



Sen. Tom Brandt
District 32
Plymouth



Sen. Steve Halloran
District 33
Hastings



Sen. Loren Lippincott
District 34
Central City



Sen. Raymond Aguilar
District 35
Grand Island



Sen. Rick Holdcroft
District 36
Bellevue



Sen. John Lowe
District 37
Kearney



Sen. Dave Murman
District 38
Glenvil



Sen. Lou Ann Linehan
District 39
Elkhorn



Sen. Barry DeKay
District 40
Niobrara



Sen. Tom Briese
District 41
Albion



Sen. Mike Jacobson
District 42
North Platte



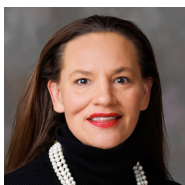
Sen. Tom Brewer
District 43
Gordon



Sen. Teresa Ibach
District 44
Sumner



Sen. Rita Sanders
District 45
Bellevue



Sen. Danielle Conrad
District 46
Lincoln



Sen. Steve Erdman
District 47
Bayard



Sen. Brian Hardin
District 48
Gering



Sen. Jen Day
District 49
Gretna



Gov. Jim Pillen

YOUR 2023 NASB LEGISLATION COMMITTEE

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108TH LEGISLATURE, 1ST SESSION



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



Kim Burry
NASB President
Bayard



Stacy Jolley
NASB Vice President
Millard



Member 1
Spencer Head
Omaha



Member 2
Jane Erdenberger
Omaha



Member 3
Bob Rauner
Lincoln



Member 4
Kathy Danek
Lincoln



Member 5
Sarah Centineo
Bellevue



Member 6
Beth Morrisette
Westside



Member 7
Suzanne Sapp
Ashland-Greenwood



Member 8
Amanda McGill Johnson
Millard



Member 9
Drew Blessing
Kearney



Member 10
Marla Grier
South Sioux City



Member 11
Doug Keener
Mitchell



Member 12
Ryne Seaman
Seward



Member 13
Steve Blocher
West Point



Member 14
Jim Vlach
Lyons-Decatur



Member 15
Brian Quackenbush
Tri County



Member 16
Judy Thompson
ESU 16



Appointed Member
Lisa Albers
Grand Island



Appointed Member
Skip Altig
North Platte



Appointed Member
Brian Copsy
Gering



Appointed Member
Kyle Fisher
Springfield Platteview



Appointed Member
Steve Koch
Hershey



Appointed Member
Stephanie Summers
David City



Appointed Member
Lisa Wagner
Central City



Appointed Member
Brad Wilkins
Ainsworth

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

NASB POSITIONS ENCLOSED

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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

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — BOARD DEVELOPMENT

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

S-2 — BOARD RECOGNITION

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

S-3 — BUSINESS AND EDUCATION PARTNERSHIPS

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

S-4 — COLLABORATIVE SERVICES TO YOUTH

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

S-5 — LEADERSHIP TEAM

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

S-6 — PARENT INVOLVEMENT

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

S-7 — POLICY

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

S-8 — USE OF ACCOUNTABILITY DATA FOR SCHOOL IMPROVEMENT

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

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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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108TH LEGISLATURE, 1ST SESSION

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

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

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

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

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

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

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

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

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

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

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

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

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

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

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

STATE POLICY

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

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S-79 — CHOICE AND AFFILIATION

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

S-80 — CONSTITUTIONAL RIGHTS & RESPONSIBILITIES

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

S-81 — CORPORATE SPONSORSHIPS IN SCHOOLS

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

S-82 — EDUCATIONAL SERVICE UNITS

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

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

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

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

(2009, amended 2016)

S-84 — INDEPENDENT SCHOOL DISTRICTS

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

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

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

S-86 — LOCAL DISTRICT ADVOCACY

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

S-87 — NDE AUTHORITY

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

S-88 — NONPUBLIC SCHOOLS STANDARDS

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

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

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



Board of Education Legislative Goals 2023/2024

Ralston Public Schools Non-negotiables

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

Board of Education Legislative Goals

- Continued emphasis that our students and education are a priority in Nebraska as well as advocate for local control and decision making.
- Continued emphasis of State Equalization Aid (TEEOSA).
- 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.
- Continue to support and enhance Learning Community Programs that serve at-risk and diverse student populations in Ralston and within the Metro Area.
- Support legislation to increase funding for early childhood programs.
- Encourage further adjustments to the needs formula within TEEOSA specifically **Limited English Proficiency** and poverty.
- Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas and paid student internships.
- Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being. (SEL)
- Oppose any legislation that advances charter schools, **reduces the tax base for the purpose of funding private schools**, or voucher systems that reduce funding and opportunities for public schools.
- Support school choice through the protection of net option funding.
- **Continue to be a vocal advocate in the legislature for our students, staff and the Greater Ralston Community**

2024 LEGISLATIVE COMMITTEES

Committee on Committees Report Standing Committees

Updated 1/3/2024

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, Meyer, 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, Meyer, 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 (C), Lowe (VC), Arch, Ballard, Bostar, Riepe, Jacobson, 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 (C), Lowe (VC), Arch, Ballard, Bostar, Riepe, Jacobson, 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

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

Ralston Enrollment Report as of 01/22/2024

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	38	1	0	39	1
01	2.00	33	5	0	38	0
02	2.00	31	7	0	38	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:		254	50	3	307	1

KAREN WESTERN ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	25	0	2	27	0
KG	2.00	22	8	0	30	0
01	2.00	27	10	1	38	0
02	2.00	20	8	0	28	1
03	2.00	27	7	0	34	0
04	1.00	17	4	0	21	0
05	1.00	21	5	0	26	0
06	1.00	17	8	0	25	0
Building Total:		176	50	3	229	1

MEADOWS ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	35	0	1	36	0
KG	2.00	38	4	0	42	0
01	2.00	37	10	0	47	0
02	2.00	31	9	0	40	0
03	2.00	29	8	0	37	1
04	2.00	25	9	2	36	0
05	2.00	26	9	0	35	0
06	2.00	22	13	1	36	0
Building Total:		243	62	4	309	1

MOCKINGBIRD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	20	0	1	21	0
KG	3.00	52	9	0	61	2
01	3.00	50	6	1	57	0
02	3.00	63	9	0	72	2
03	3.00	44	11	0	55	1
04	2.00	40	7	0	47	0
05	3.00	49	17	0	66	0
06	2.00	44	7	1	52	1
Building Total:		362	66	3	431	6

Ralston Enrollment Report as of 01/22/2024

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	0
01	2.00	30	5	1	36	0
02	2.00	27	6	1	34	0
03	2.00	38	8	2	48	0
04	2.00	31	7	1	39	0
05	1.50	32	4	5	41	0
06	1.50	32	5	1	38	1
Building Total:		244	37	13	294	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	26	8	0	34	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	10	1	34	0
06	2.00	26	12	0	38	0
Building Total:		222	74	1	297	0

RALSTON MIDDLE SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
07		176	62	1	239	2
08		165	69	5	239	2
Building Total:		341	131	6	478	4

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
09		188	73	0	261	3
10		178	71	0	249	0
11		166	87	0	253	0

Ralston Enrollment Report as of 01/22/2024

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
12		166	85	0	251	0
Building Total:		698	316	0	1014	3
<hr/>						
District Total:		2540	786	33	3359	17
KG:		211	32	1	244	3
01:		210	48	3	261	0
02:		199	50	1	250	3
03:		193	51	2	246	2
04:		169	45	4	218	0
05:		191	56	6	253	0
06:		176	57	3	236	2
07:		176	62	1	239	2
08:		165	69	5	239	2
09:		188	73	0	261	3
10:		178	71	0	249	0
11:		166	87	0	253	0
12:		166	85	0	251	0

2012 Board Code of Ethics

The board recognizes that collectively and individually, all members of the board must adhere to an accepted code of ethics in order to improve public education. Board members must conduct themselves professionally and in a manner fitting of their position.

Each board member shall:

1. Attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
2. Endeavor to make policy decisions only after full discussion at publicly held board meetings;
3. Render all decisions based on the available facts and ~~his or her~~ **their** independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Encourage the free expression of opinion by all board members, and seek systematic communication between the board and students, staff and all elements of the community;
5. Work with other board members to establish effective board policies and to delegate authority to the superintendent to administer the school district;
6. Communicate expressions of public reaction to the board policies and school program to other board members and the superintendent;
7. Learn about current educational issues by individual study and through participation in seminars and programs, such as those sponsored by the state and national school board associations;
8. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
9. Avoid being placed in a position of conflict of interest, and refrain from using the board member's position on the board for personal or political gain;
10. Refrain from discussing the confidential business of the board in any setting except a board meeting;
11. Refrain from micro-managing the affairs of the school district;
12. Recognize the superintendent as the executive officer of the board;
13. Work constructively and collegially with the other members of the board, students, staff and patrons.

14. Refer complaints to the superintendent or building principal, as appropriate;
15. Always be mindful of ~~his/her~~ **their** fiduciary obligation to the school district, including duties of loyalty and care, by placing the interests of the district above the board member's personal interests.
16. Remember that a board member's first and greatest concern must be the educational welfare of the students attending this district's schools.

Adopted on: July 25, 2016

Revised on: January 16, 2024

Reviewed on: January 22, 2024

6007

Senior Recognition

The school district will recognize the outstanding academic achievement of its graduating seniors in the following manner:

Valedictorian

The student(s) ranked first in the ~~Scholastic District~~ **Scholastic District** Class Rank System and the student(s) ranked first in the ~~Academic-Class~~ **Academic-Class Mark Point Average** Rank System will be recognized as valedictorians and invited to speak at commencement. If a valedictorian declines this opportunity, it will be extended to the next highest-ranking student in that system. If one student is ranked first in both systems, the second ranked student in the SCRS and the second ranked student in the ACRS will also be invited to speak at commencement.

Student Honors

Seniors will be awarded honor cords based on weighted grade point average: 4.0 to 4.19 = white honor cord, 4.20 to 4.39 = silver honor cord, and 4.40 and above = gold honor cord.

Students that provide 100 hours or more of Community Service will be recognized for Excellence.

300 Club

Two hundred and forty credits are required to graduate. Graduates accumulating 300 or more credits will be recognized at graduation.

Adopted on: July 9, 2018

Revised on: January 16, 2024

Reviewed on: January 22, 2024

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

December 2023 Events:

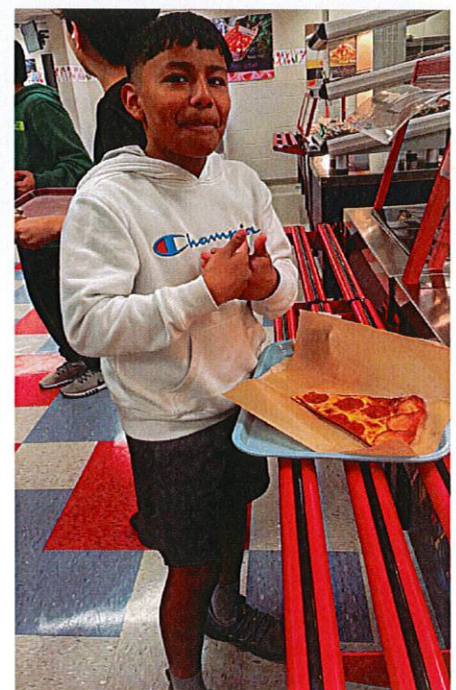
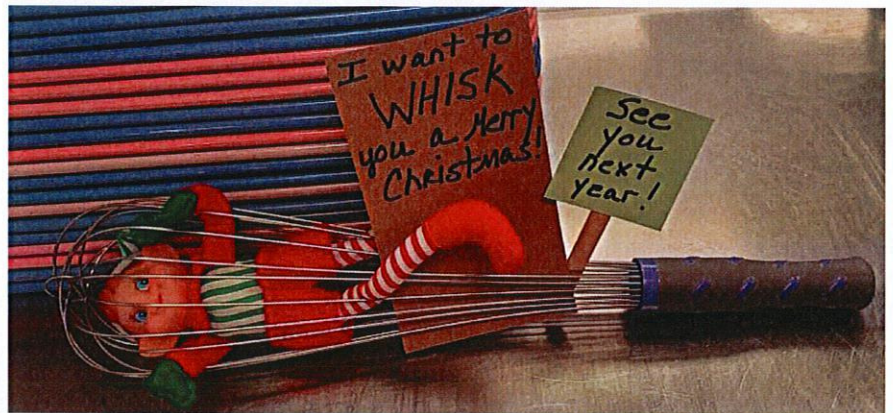
In December, Elf on the Shelf was played in all elementary kitchens.

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

Free breakfast was provided for all students taking the ACT and SAT tests in December.

We donated about 30 crates of chocolate milk to the Stephens Center and the Francis House on December 26. This was chocolate milk that would have expired over the break and the milk company doesn't take back.

Chili and a cinnamon roll came back in a big way with local beef from Classen Mercantile in Columbus, NE



**Ralston Public Schools
Monthly Administrative Update
December, 2023**

December					
RPS Revenue				RPS Expenses	
Cash Sales	Breakfast	\$ 7,868.25		District Labor	\$ 70,000.00
	Lunch	\$ 28,111.25		Sodexo	\$113,718.74
	Student Ala Carte	\$ 11,572.78		Credit for Commodities	\$ (11,533.64)
	Adult Ala Carte	\$ 94.75		Total	\$172,185.10
Reimbursements	Breakfast	\$ 34,856.07			
	Lunch	\$100,682.30			
	Snacks	\$ 3,301.74			
	Total	\$186,487.14			
				RPS	\$ 14,302.04

	23/24 TOTAL MEALS SERVED	23/24 MEALS PER DAY	22/23 TOTAL MEALS SERVED	22/23 MEALS PER DAY
Elementary				
Breakfast	12,950	925	11,154	930
Lunch	18,853	1347	16,896	1408
RMS				
Breakfast	1058	76	905	75
Lunch	4913	351	4249	354
RHS				
Breakfast	2446	175	2138	178
Lunch	7830	559	7317	610
RPS Total				
Breakfast	16,454	1176	14,197	1183
Lunch	31,596	2257	28,462	2372

**Free and Reduced
63.8%
December 31, 2023**