

## 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. Heath Occupational Students of America (HOSA) presentation and recognition of Sean Mathews.  
**Speaker(s):** Laura Prochaska
  - 6.2. District Bond Project Update  
**Speaker(s):** Jason Buckingham
  - 6.3. District Financial Report  
**Speaker(s):** Dr. Aaron Bredenkamp
  - 6.4. Government Relations Update  
**Speaker(s):** Aaron Bredenkamp and Jason Buckingham
  - 6.5. NASB Updates and Information  
**Speaker(s):** Mrs. Elizabeth Kumru
  - 6.6. Overview of SIOP (Sheltered Instruction Observation Protocol)  
**Speaker(s):** Heather Pash
  - 6.7. Mockingbird Elementary School Improvement Plan Overview  
**Speaker(s):** Brian Ferguson
  - 6.8. Enrollment Update  
**Speaker(s):** Anne Harley
  - 6.9. Arbor Family Counseling Utilization Presentation  
**Speaker(s):** Missy Stolley
  - 6.10. Superintendent Evaluation Update  
**Speaker(s):** Jason Buckingham
7. Standards Based School Improvement
  - 7.1. Ralston High School hot water heater bid (Action)  
**Speaker(s):** Jason Buckingham

7.2. Policy 3038 adoption (Action)

**Speaker(s):** Jason Buckingham

7.3. Policy 3050 adoption (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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**2024/25 School Year**

1 message

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**Kathy Taylor** <kathytaylor8364@gmail.com>  
To: michael\_rupprecht@ralstonschools.org

Mon, Mar 25, 2024 at 7:53 AM

Good Morning Dr. Rupprecht,

After much thought, I feel that I will not be able to return to Ralston next year. My elderly father still needs my care, and I feel, at this time, that is where I need to be, caring for him. I thank you and the Ralston schools for the wonderful opportunity of being able to be a part of the Ram family. I hope in the future that I might be able to return.

Sincerely,  
Kathy Taylor

March 29, 2024

Ralston Public Schools Board of Education  
Ralston Public Schools  
8545 Park Drive  
Omaha, NE 68127

Dear Members of the Ralston Board of Education:

I hereby resign my employment as a teacher with Ralston Public Schools effective at the end of the 2023-24 contract year. I appreciate the opportunity I have had over the past nine years to curate and cultivate my skills as a language educator and leader so that I may take these skills into my future. I hope this resignation affords me the opportunity to increase my advocacy for victims of domestic abuse and to use my personal experiences with domestic abuse to serve as a guide.

Regards,

A handwritten signature in black ink, appearing to read "Demson", written in a cursive style.

Jamie Demson

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

**Monday, March 25, 2024**

The Ralston Public Schools Board of Education met in an open, public session on Monday, March 25, 2024. 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](http://www.ralstonschools.org).

**Call to Order**

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

**Roll Call**

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

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

**Consent Agenda**

Consent agenda items include minutes from the March 11th meeting. Local substitute certificates for William Woodhams, Devynn de Velasco, and Andrea Bertrang.

Recommend the following teachers be hired for the 2024-2025 school year:

**Sandra Redlinger** - RMS - SPED. BA-William Penn University, MA-Morningside University. Previous experience: Carroll, IA Community Schools (2018-24); Keota, IA Community Schools (2014-18); North Mahaska Schools, IA (2000-2011).

**Kassondra Gooley** - RHS - English. BA-Mount Marty University. Previous experience: Yankton, SD Public Schools (2023-24); Bloomfield, NE Public Schools (2022-23)

**Anna Vidlak** - Mockingbird - 4th grade. BA-Neb. Wesleyan. Previous experience: CADRE Teacher at Mockingbird (2023-24), Mockingbird Elementary (2022-23)

**Gabriella Calderon** - Mockingbird - EL Teacher. BA-UNO. Previous experience: Current CADRE teacher at Mockingbird.

**Jenny Kadavy** - RMS - Health. BA-UNK. Previous experience: High Plains Community Schools (2022-24).

**Holly Howell** - RMS - SPED. BA-UNO; MA-Wayne State. Previous experience: Wauzeka-Steuben Schools, WI (2018-2024); Ralston Middle School (2015-18); Omaha Public Schools (2012-2015).

**Stephen Sycuro** - RHS - Science. BA-UNO. Previous experience: Current student teacher at RHS.

**April Balm** - RHS - SPED. BA-UNO; MA-Doane. Previous experience: Green Hills AEA, Council Bluffs (2021-24); Council Bluffs Community Schools (2006-2021)

**Courtnie Wendt** - Blumfield - Birth - 3 SPED. BA-Wayne State.

**JeMarie Giovanini** - RHS - Science. BA-Old Dominion Univ. Previous experience: Omaha Public Schools (2023-24); Norfolk, VA (2022-23)

**Julia Gilreath** - Blumfield/Seymour - Art. BA-UNO. Previous experience: Millard Public Schools (2019-2024); Omaha Public Schools (1993-2019); Beatrice Public Schools (1991-93); Medicine Valley Public Schools (1989-91)

**Ann Nun** - Meadows - Kindergarten. BA-Peru State, MA-Peru State. Previous experience: Lewis Central Schools (2008-2024); Auburn Public Schools (2002-2008); Plattsmouth Schools (2001-2002).

Recommend the following resignations be accepted:

**Julia Laursen** - RHS - Nurse

**Rachel Garey-Jacobsen** - Mockingbird - EL

**Sarah Hall** - RHS - Art

**Sarah Dana** - Mockingbird - Reading

**Danielle Magrini** - Itinerant - Deaf/Hard of Hearing

Motion to approve consent agenda made by Mrs. Liz Kumru and seconded by Mrs. Katie Krause.

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

## **BOARD DEVELOPMENT AND COMMUNICATION**

### **Board Comments**

Several Board members and some of the school's teaching staff, recently toured the new Mockingbird Elementary. Board members were overjoyed to watch the teachers' faces light up as they toured the building.

Many Board members plan to attend the upcoming RHS Baseball Field Grand Opening and Ribbon Cutting Celebration. They were excited to show the community the new baseball field at the multi-sport complex and then cheer on the Rams for their varsity game against Hastings.

### **District Recognition and Celebrations**

Dr. Ryan Pivonka, RHS Principal, and the Board recognized the following students for their positive accomplishments:

J'Ovie Albeno – Class of 2023 Valedictorian

Cassidy Culjat – Class of 2023 Valedictorian

Dylan Ritchey – State Wrestling Runner Up

Liv Medina – State Wrestling 3<sup>rd</sup> Place

Gage Grandel – State Wrestling 5<sup>th</sup> Place

### **NSCAS Winter Achievement Results Review**

Dr. Anne Harley reported on the Winter NSCAS (Nebraska Student-Centered Assessment System) results.

This assessment is optional for districts to participate in each fall and winter, but mandatory for all 3<sup>rd</sup> – 8<sup>th</sup> graders to take each spring. NSCAS measures student’s progress throughout the year in reading and math and helps educators determine individual student needs to support learning.

Dr. Harley provided the results of the winter assessment for all six elementary schools and RMS. She also provided statistics from the fall 2023-2024 assessment and discussed the percentage of change in reading and math for each school.

### **Government Relations Update**

Mr. Jason Buckingham reported that the legislature was on day 49 of the 60-day session. He also discussed some of the Revenue Committee bills that could affect school funding.

### **NASB Update**

Mrs. Kumru reported she attended a recent NASB Directors’ meeting and indicated there are still ongoing discussions and she will have more news to share at the next board meeting.

### **Enrollment Update**

Dr. Anne Harley stated there are currently 3,390 students enrolled in RPS. The deadline for option enrollment has passed and we received a total of 132 option enrollment applications.

### **External School Improvement Review Update**

Dr. Ruppecht provided a summary of the recent Cognia Accreditation Review. This review takes place every five years. He described the strengths and opportunities for improvement for each of the areas included in the evaluation.

Dr. Ruppecht also noted the network comparison scoring for our district compared to the Cognia Network average:

- Culture of Learning – (Standards 1-6) - District 3.2 compared to Cognia Avg. 3.1
- Leadership for Learning – (Standards 7-15) – District 2.8 compared to Cognia Avg. 3.0
- Engagement of Learning – (Standards 16-23) – District 2.3 compared to Cognia Avg. 2.8
- Growth in Learning – (Standards 24-30) – District 2.7 compared to Cognia Avg. 2.7

Part of the review process included feedback from stakeholders.

Dr. Ruppecht indicated he was overall pleased with the number of responses received:

- Parents – 514
- Students – 1,735
- Teachers – 229
- Classified Staff – 70

The District score for feedback analysis was 3.3 compared to the Cognia average of 3.1.

The third tool used for the review was the ELEOT Observations (Effective Learning Environments Observation Tool). These observations were made during years three and five leading up to this formal observation. RPS had a total of 170 observations. The final score comparison for ELEOT was a score of 3.3 for RPS compared to 3.0 for the Cognia Network Average.

Dr. Ruppecht ended his report with a summary of noteworthy practices and areas for improvement. The final Index of Educational Quality Score (IEQ) was positive. RPS had an IEQ equaling 290 compared to the network average score of 253.

## **STANDARDS BASED SCHOOL IMPROVEMENT**

### **Policy 4063 Adoption**

Policy 4063 was previously reviewed, and revisions were made to remove gender specific language. Mrs. Katie Krause motioned to approve Policy 4063 as presented. The motion was seconded by Mrs. Liz Kumru.

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

### **Policy 6008 Adoption**

Policy 6008 was previously reviewed, and revisions were made to reflect the new class ranking system. Mrs. Liz Kumru motioned to approve Policy 6008.1 as presented. The motion was seconded by Mrs. Katie Krause.

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

### **Policy Review**

The following policies were reviewed:

- 3038 – Certification Fees
- 3050 – Technology in the Classroom
- 3053 – Nondiscrimination
- 3054 – Law Enforcement Unit
- 3063 – Gate Receipts and Admissions
- 4048 – Assessment Administration and Security
- 4052 – Job References to Prospective Employers

### **Executive Session**

The Board voted to move to executive session at 7:37 pm to discuss legal matters. The motion was made by Ms. Mary Roarty and seconded by Mrs. Liz Kumru.

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

**Adjournment**

The Board voted to move out of executive session and adjourn the meeting at 7:45 pm with a motion made by Ms. Mary Roarty and a second by Mrs. Katie Krause.

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

The next regular meeting is scheduled for April 10, 2024, at 6:00 pm.

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Mrs. Robin Richards, President

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Mrs. Samantha Willey, Secretary

EFINANCE - POWERSCHOOL  
 DATE: 04/10/2024  
 TIME: 06:03:22

RALSTON PUBLIC SCHOOLS  
 CHECK REGISTER - BY FUND

PAGE NUMBER: 1  
 ACCTPA21

SELECTION CRITERIA: transact.ck\_date='20240408'  
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FUND - 01 - GENERAL FUND

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9001	131206	04/08/24	7687	360 COMMUNITY SERVI	0136020120000	20569	RPS STUDENT SERVICE	0.00	5,224.80
9001	131206	04/08/24	7687	360 COMMUNITY SERVI	0136020120000	20569	RPS STUDENT SERVICE	0.00	5,224.80
TOTAL CHECK									13,391.68
9001	131207	04/08/24	4346	AASPA	0136020241000	20810	RPS/RHS PIVONKA, RY	0.00	275.00
9001	131208	04/08/24	7059	AMPLIFY EDUCATION,	0116320110000	20330	RPS CUR/BLUM CU2400	0.00	125.00
9001	131208	04/08/24	7059	AMPLIFY EDUCATION,	0116420110000	20330	RPS CUR/KW CU240032	0.00	125.00
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9001	131208	04/08/24	7059	AMPLIFY EDUCATION,	0116720110000	20330	RPS CUR/MOCK CU2400	0.00	125.00
9001	131208	04/08/24	7059	AMPLIFY EDUCATION,	0116820110000	20330	RPS CUR/SEY CU24003	0.00	125.00
9001	131208	04/08/24	7059	AMPLIFY EDUCATION,	0116920110000	20330	RPS CUR/WW CU240032	0.00	125.00
TOTAL CHECK									750.00
9001	131209	04/08/24	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	861.58
9001	131209	04/08/24	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	861.58
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9001	131209	04/08/24	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	861.58
TOTAL CHECK									4,307.90
9001	131210	04/08/24	216	AUTO SPECIALISTS IN	0180020262000	20352	RPS MAINTENANCE ADM	0.00	213.34
9001	131211	04/08/24	5583	BAUER BUILT, INC	0180020271200	20430	RPS TRANSPORTATION	0.00	43.20
9001	131212	04/08/24	6650	BISHOP BUSINESS	0180020253000	20442	RPS WILDEWOOD	0.00	44.11
9001	131212	04/08/24	6650	BISHOP BUSINESS	0180020253000	20442	RPS KAREN WESTERN	0.00	46.95
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9001	131212	04/08/24	6650	BISHOP BUSINESS	0180020253000	20442	RPS HIGH SCHOOL	0.00	769.06
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9001	131212	04/08/24	6650	BISHOP BUSINESS	0180020253000	20442	RPS BLUMFIELD	0.00	134.05
9001	131212	04/08/24	6650	BISHOP BUSINESS	0180020253000	20442	RPS MIDDLE SCHOOL	0.00	175.14
TOTAL CHECK									1,847.46
9001	131213	04/08/24	6660	BOUND TO STAY BOUND	0116720222000	20640	MOCKINGBIRD MB24003	0.00	19.08
9001	131214	04/08/24	1476	D & D LASER, INC	0136020110079	20610	RALSTON HIGH HS2403	0.00	75.95
9001	131214	04/08/24	1476	D & D LASER, INC	0126020110000	20610	RALSTONMIDDLEMS2401	0.00	114.95
9001	131214	04/08/24	1476	D & D LASER, INC	0126020110000	20610	RALSTONMIDDLEMS2401	0.00	121.95
TOTAL CHECK									312.85

EFINANCE - POWERSCHOOL  
 DATE: 04/10/2024  
 TIME: 06:03:22

RALSTON PUBLIC SCHOOLS  
 CHECK REGISTER - BY FUND

SELECTION CRITERIA: transact.ck\_date='20240408'  
 ACCOUNTING PERIOD: 8/24

FUND - 01 - GENERAL FUND

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9001	131217	04/08/24	1729	DIETZE MUSIC	0136020110094	20610	RALSTON HIGH HS2403	0.00	27.50
9001	131217	04/08/24	1729	DIETZE MUSIC	0136020110094	20610	RALSTON HIGH HS2403	0.00	17.60
TOTAL CHECK									131.10
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9001	131220	04/08/24	6224	THE DAILY RECORD	0180020232000	20540	RPS ADMIN/BOE LEGAL	0.00	22.67
9001	131221	04/08/24	7880	EDUCATIONAL SERVICE	0136020120000	20330	RPS/SS MENEAR, JODY	0.00	75.00
9001	131222	04/08/24	5993	ESU #3/METRO REGION	0126020353500	20610	RPS HAL REDEMSKE	0.00	180.00
9001	131222	04/08/24	5993	ESU #3/METRO REGION	0126020353500	20610	RPS HAL REDEMSKE	0.00	180.00
TOTAL CHECK									360.00
9001	131223	04/08/24	4130	EYMAN PLUMBING INC	0136020262000	20352	RPS MAINTENANCE RHS	0.00	316.00
9001	131223	04/08/24	4130	EYMAN PLUMBING INC	0136020262000	20352	RPS MAINTENANCE RHS	0.00	1,055.50
TOTAL CHECK									1,371.50
9001	131224	04/08/24	3829	FATHER FLANAGAN'S B	0126020120000	20569	RPS STUDENT SERVICE	0.00	4,750.00
9001	131224	04/08/24	3829	FATHER FLANAGAN'S B	0116720120000	20569	RPS STUDENT SERVICE	0.00	4,750.00
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9001	131224	04/08/24	3829	FATHER FLANAGAN'S B	0126020120000	20569	RPS STUDENT SERVICE	0.00	5,000.00
TOTAL CHECK									19,250.00
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20510	RPS TRANSPORTATION	0.00	60,578.52
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9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	243.39
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	254.90
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	277.22
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	1,100.83
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	1,107.90
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	1,136.52
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	1,136.52
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	288.73
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	349.62
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	356.38
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	373.30

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	422.02
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	425.40
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	457.88
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	474.79
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	474.79
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	477.31
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	508.62
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	587.78
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	587.78
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	627.02
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	659.68
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	669.83
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	672.36
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	780.84
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	834.74
9001	131226	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	914.58
TOTAL CHECK								0.00	78,637.87
9001	131227	04/08/24	272	FOLLETT SCHOOL	SOLU 0116420222000	20640	KARENWESTERN KW2401	0.00	101.04
9001	131227	04/08/24	272	FOLLETT SCHOOL	SOLU 0126020222000	20640	RALSTONMIDDLEMS2401	0.00	181.72
9001	131227	04/08/24	272	FOLLETT SCHOOL	SOLU 0116420222000	20640	KARENWESTERN KW2401	0.00	60.53
9001	131227	04/08/24	272	FOLLETT SCHOOL	SOLU 0116420222000	20640	KARENWESTERN KW2401	0.00	64.80
9001	131227	04/08/24	272	FOLLETT SCHOOL	SOLU 0116720222000	20640	MOCKINGBIRD MB24005	0.00	39.95
9001	131227	04/08/24	272	FOLLETT SCHOOL	SOLU 0116420222000	20640	KARENWESTERN KW2401	0.00	10.16
9001	131227	04/08/24	272	FOLLETT SCHOOL	SOLU 0116720222000	20640	MOCKINGBIRD MB24002	0.00	29.10
TOTAL CHECK								0.00	487.30
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	RPS CUSTODIAL MEAD	0.00	32.49
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0180020261000	20610	RPS CUSTODIAL ADMIN	0.00	19.88
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	RPS CUSTODIAL MEAD	0.00	6.69
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0136020261000	20610	RPS CUSTODIAL RHS	0.00	40.32
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0136020261000	20610	RPS CUSTODIAL RHS	0.00	39.06
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	RPS CUSTODIAL RMS	0.00	39.49
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0136020261000	20610	RPS CUSTODIAL RHS	0.00	78.19
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	RPS CUSTODIAL RMS	0.00	94.60
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	RPS CUSTODIAL RMS	0.00	189.20
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	RPS CUSTODIAL MEAD	0.00	283.80
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	SPARTAN HDQ NEUTRAL	0.00	66.09
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	NABC NABC 1 GALLON	0.00	38.91
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	DAMP MOP 1 GALLON L	0.00	32.18
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	28 OZ. 16 IN. X 19	0.00	6.95
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	RENOWN 16 IN. X 16	0.00	11.49
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	SQUARE SCRUB DOODLE	0.00	24.37
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	RENOWN 36 IN. X 5 I	0.00	2.17
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	RENOWN 30 IN. TO 45	0.00	6.77
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	DUST WAND HI RISE D	0.00	6.47
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0180020261000	20610	WYPALL 15.75 IN. X	0.00	34.57
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0180020261000	20610	SWEEPING COMPOUND O	0.00	14.18
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0180020261000	20610	RENOWN 25 LBS. RECL	0.00	51.74
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0180020261000	20610	RENOWN 36 IN. X 5 I	0.00	1.28
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0180020261000	20610	RUBBERMAID COMMERC	0.00	37.00
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0180020261000	20610	RUBBERMAID COMMERC	0.00	8.65

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0180020261000	20610	RENOWN WHITE MULTIF	0.00	18.81
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0136020261000	20610	DAMP MOP 1 GALLON L	0.00	55.94
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0136020261000	20610	NABC NABC 1 GALLON	0.00	67.63
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0136020261000	20610	PROTEAM 10 QUART IN	0.00	82.06
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	PROTEAM 14 IN. HARD	0.00	105.16
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	PROTEAM 56 IN. 2-PI	0.00	55.28
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116920261000	20610	PROTEAM 56 IN. 2-PI	0.00	55.28
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116920261000	20610	PROTEAM 14 IN. HARD	0.00	105.16
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0136020261000	20610	RUBBERMAID COMMERC	0.00	315.40
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0136020261000	20610	RUBBERMAID COMMERC	0.00	75.55
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	RENOWN SUPER-SORB L	0.00	42.91
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	EASY PAKS 0.5 OZ. N	0.00	31.39
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	NEW EQUIPMRENOWN NE	0.00	37.55
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	DAMP MOP 1 GALLON L	0.00	31.65
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	NABC NABC 1 GALLON	0.00	76.54
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	SPARTAN HDQ NEUTRAL	0.00	130.04
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	BONNET 1 GALLON FLO	0.00	73.80
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	RENOWN 20 IN. RED B	0.00	35.09
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	RENOWN 16 IN. X 16	0.00	22.60
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	28 OZ. 16 IN. X 19	0.00	20.51
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	RENOWN WHITE HARDWO	0.00	76.65
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	RENOWN 56 GAL. 16 M	0.00	93.41
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0126020261000	20610	RENOWN 24 IN. X 33	0.00	94.26
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116820261000	20610	REN11510 24x33 Line	0.00	104.80
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116820261000	20610	RENOWN 56 GAL. 16 M	0.00	283.44
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116820261000	20610	RENOWN MEDIUM TOLIE	0.00	10.00
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116820261000	20610	28 OZ. 16 IN. X 19	0.00	15.56
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116820261000	20610	RENOWN 16 IN. X 16	0.00	51.42
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	REN11510 24x33 Line	0.00	36.58
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	MAXIM HI-Q 64 OZ. D	0.00	71.45
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	SPITFIRE 32 OZ. POW	0.00	44.41
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	NABC NABC 1 GALLON	0.00	30.39
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	RUBBERMAID COMMERC	0.00	15.01
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	RUBBERMAID COMMERC	0.00	24.54
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	RUBBERMAID COMMERC	0.00	8.04
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	28 OZ. 16 IN. X 19	0.00	10.86
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	RENOWN 16 IN. X 16	0.00	8.97
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	RENOWN 56 GAL. 16 M	0.00	98.91
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116620261000	20610	RENOWN 24 IN. X 33	0.00	49.91
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116920261000	20610	RENOWN VACUUM BAG F	0.00	23.97
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116920261000	20610	RENOWN 56 GAL. 16 M	0.00	87.56
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116920261000	20610	PROTEAM 10 QUART IN	0.00	34.82
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116920261000	20610	RENOWN 56 GAL. 1.5	0.00	57.52
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116920261000	20610	28 OZ. 16 IN. X 19	0.00	6.41
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116920261000	20610	RENOWN 16 IN. X 16	0.00	10.59
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116720261000	20610	CREW 32 OZ. CLINGIN	0.00	40.32
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116720261000	20610	DAMP MOP 1 GALLON L	0.00	33.28
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116720261000	20610	SPARTAN HDQ NEUTRAL	0.00	68.37
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116720261000	20610	SPARTAN CHEMICAL CO	0.00	122.88
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116720261000	20610	RENOWN VACUUM BAG F	0.00	27.16
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116720261000	20610	RENOWN 56 GAL. 16 M	0.00	98.22
9001	131229	04/08/24	6960	THE HOME DEPOT	PRO 0116720261000	20610	RENOWN WHITE HARDWO	0.00	80.60

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131229	04/08/24	6960	THE HOME DEPOT PRO	0116720261000	20610	28 OZ. 16 IN. X 19	0.00	7.19
9001	131229	04/08/24	6960	THE HOME DEPOT PRO	0116720261000	20610	RENOWN 16 IN. X 16	0.00	11.88
9001	131229	04/08/24	6960	THE HOME DEPOT PRO	0136020261000	20610	28 OZ. 16 IN. X 19	0.00	20.67
9001	131229	04/08/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RENOWN 16 IN. X 16	0.00	45.53
9001	131229	04/08/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RENOWN VACUUM BAG F	0.00	39.03
9001	131229	04/08/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RENOWN VACUUM BAG F	0.00	38.63
9001	131229	04/08/24	6960	THE HOME DEPOT PRO	0136020261000	20610	PROTEAM 10 QUART IN	0.00	56.13
9001	131229	04/08/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RENOWN 56 GAL. 16 M	0.00	156.84
9001	131229	04/08/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RENOWN 24 IN. X 33	0.00	94.97
9001	131229	04/08/24	6960	THE HOME DEPOT PRO	0136020261000	20610	SPARTAN HDQ NEUTRAL	0.00	262.02
9001	131229	04/08/24	6960	THE HOME DEPOT PRO	0136020261000	20610	NABC NABC 1 GALLON	0.00	154.21
9001	131229	04/08/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RENOWN 20 IN. GREEN	0.00	35.35
9001	131229	04/08/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RENOWN 13 IN. GREEN	0.00	18.40
9001	131229	04/08/24	6960	THE HOME DEPOT PRO	0136020261000	20610	RPS CUSTODIAL RHS	0.00	112.38
9001	131229	04/08/24	6960	THE HOME DEPOT PRO	0116720261000	20610	RPS CUSTODIAL MOCK	0.00	549.09
TOTAL CHECK									6,027.52
9001	131230	04/08/24	2781	HOPE MEDICAL OUTREA	0116720115000	20320	RPS ELL MOCKINGBIRD	0.00	157.50
9001	131230	04/08/24	2781	HOPE MEDICAL OUTREA	0116720115000	20320	RPS ELL MOCKINGBIRD	0.00	175.00
9001	131230	04/08/24	2781	HOPE MEDICAL OUTREA	0116320115000	20320	RPS ELL BLUMFIELD	0.00	35.00
TOTAL CHECK									367.50
9001	131233	04/08/24	7519	IDENTITY MARKETING	0180020256000	20320	RPS PUBLIC RELATION	0.00	500.80
9001	131234	04/08/24	2286	INFOSAFE SHREDDING	0180020232000	20320	RPS ADMIN/CO/VMAC	0.00	39.00
9001	131235	04/08/24	5465	IXL LEARNING, INC	0126020115000	20610	RPS MIDDLE SCHOOL	0.00	250.00
9001	131236	04/08/24	1011	J W PEPPER & SON, I	0136020110094	20610	RALSTON HIGH HS2404	0.00	48.99
9001	131236	04/08/24	1011	J W PEPPER & SON, I	0136020110094	20610	RALSTON HIGH HS2403	0.00	57.99
9001	131236	04/08/24	1011	J W PEPPER & SON, I	0136020110094	20610	RALSTON HIGH HS2403	0.00	8.00
9001	131236	04/08/24	1011	J W PEPPER & SON, I	0136020110094	20610	RALSTON HIGH HS2403	0.00	16.00
TOTAL CHECK									130.98
9001	131237	04/08/24	7735	JIFFY LEVENSON'S SU	0116920261000	20610	RPS MAINTENANCE WW	0.00	433.98
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116820129100	20320	RPS STUDENT SERVICE	0.00	437.50
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116920120000	20320	RPS STUDENT SERVICE	0.00	437.50
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0136020120000	20320	RPS STUDENT SERVICE	0.00	453.44
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0126020120000	20320	RPS STUDENT SERVICE	0.00	472.50
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116920129200	20320	RPS STUDENT SERVICE	0.00	535.00
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116420129200	20320	RPS STUDENT SERVICE	0.00	554.25
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116620120000	20320	RPS STUDENT SERVICE	0.00	577.50
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116320129100	20320	RPS STUDENT SERVICE	0.00	2,781.00
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116320120000	20320	RPS STUDENT SERVICE	0.00	5,349.50
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116720120000	20320	RPS STUDENT SERVICE	0.00	630.00
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116820120000	20320	RPS STUDENT SERVICE	0.00	647.50
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116820129200	20320	RPS STUDENT SERVICE	0.00	650.00
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116920129100	20320	RPS STUDENT SERVICE	0.00	750.50
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116420120000	20320	RPS STUDENT SERVICE	0.00	787.50
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116420129100	20320	RPS STUDENT SERVICE	0.00	839.75
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116620129100	20320	RPS STUDENT SERVICE	0.00	1,130.75

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116320129200	20320	RPS STUDENT SERVICE	0.00	1,274.25
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116620129200	20320	RPS STUDENT SERVICE	0.00	1,581.75
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116720129100	20320	RPS STUDENT SERVICE	0.00	1,633.00
9001	131238	04/08/24	7131	JUST FOR KIDS, INC.	0116720129200	20320	RPS STUDENT SERVICE	0.00	1,765.00
TOTAL CHECK								0.00	23,288.19
9001	131239	04/08/24	6278	KOLEY JESSEN P.C.,	0180020231000	20810	RPS OPPD PILOT MATT	0.00	516.00
9001	131239	04/08/24	6278	KOLEY JESSEN P.C.,	0180020231000	20810	RPS GENERAL MATTERS	0.00	1,025.50
9001	131239	04/08/24	6278	KOLEY JESSEN P.C.,	0180020231000	20810	RPS PERSONNEL MATTE	0.00	178.00
TOTAL CHECK								0.00	1,719.50
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116720261000	20610	DISINFECTANT CLEANE	0.00	54.46
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116720261000	20610	TISSUE 2 PLY 4.5X3.	0.00	209.69
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116720261000	20610	TOWEL ROLL BROWN 8"	0.00	291.07
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116720261000	20610	SAFETY ZONE BLACK N	0.00	45.69
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116720261000	20610	BOWL SWABS/JOHNNY M	0.00	11.09
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116720261000	20610	SAFETY ZONE BLACK N	0.00	40.00
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0126020261000	20610	BOWL CLEANER ASSURE	0.00	42.36
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0126020261000	20610	BOWL CLEANER MR. BL	0.00	38.12
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0126020261000	20610	TISSUE 2 PLY 4.5X3.	0.00	106.80
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0126020261000	20610	TOWEL ROLL BROWN 8"	0.00	42.36
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0126020261000	20610	BOTTLE SPRAY 32 OZ	0.00	7.01
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116820261000	20610	BOWL CLEANER ASSURE	0.00	84.22
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116820261000	20610	SOAP HAND FOAM FOAM	0.00	66.17
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116820261000	20610	DISINFECTANT CLEANE	0.00	55.14
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116820261000	20610	TISSUE 2 PLY 4.5X3.	0.00	318.52
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116820261000	20610	TOWEL ROLL BROWN 8"	0.00	252.65
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116620261000	20610	BOWL CLEANER ASSURE	0.00	41.28
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116620261000	20610	TISSUE 2 PLY 4.5X3.	0.00	104.10
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116620261000	20610	TOWEL ROLL BROWN 8"	0.00	165.15
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116620261000	20610	SAFETY ZONE BLACK N	0.00	45.37
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116420261000	20610	TISSUE 2 PLY 4.5X3.	0.00	159.51
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116420261000	20610	TOWEL ROLL BROWN 8"	0.00	210.87
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116420261000	20610	LINER 24X33 8 MIC C	0.00	112.37
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116920261000	20610	TOWEL SINGLEFOLD BR	0.00	59.76
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116920261000	20610	TOWEL ROLL BROWN 8"	0.00	420.03
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116920261000	20610	TISSUE 2 PLY 4.5X3.	0.00	105.91
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116720261000	20610	SOAP HAND FOAM FOAM	0.00	16.77
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0116720261000	20610	TISSUE 2 PLY 4.5X3.	0.00	107.63
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	SOAP HAND FOAM FOAM	0.00	33.07
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	DEGREASER MARS HEAV	0.00	104.23
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	TISSUE 2 PLY 4.5X3.	0.00	424.53
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	BOWL CLEANER MR. BL	0.00	37.88
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	LINER WAXED SANITAR	0.00	102.98
9001	131240	04/08/24	7541	LARSEN SUPPLY COMPA	0136020261000	20610	TOWEL ROLL BROWN 8"	0.00	210.46
TOTAL CHECK								0.00	4,127.25
9001	131241	04/08/24	6111	LARSON SPEECH & LAN	0116820641200	20320	RPS STUDENT SERVICE	0.00	594.68
9001	131241	04/08/24	6111	LARSON SPEECH & LAN	0116920641200	20320	RPS STUDENT SERVICE	0.00	605.11
9001	131241	04/08/24	6111	LARSON SPEECH & LAN	0116320641200	20320	RPS STUDENT SERVICE	0.00	613.16
9001	131241	04/08/24	6111	LARSON SPEECH & LAN	0116620641200	20320	RPS STUDENT SERVICE	0.00	626.90
9001	131241	04/08/24	6111	LARSON SPEECH & LAN	0116420641200	20320	RPS STUDENT SERVICE	0.00	453.47

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9001	131241	04/08/24	6111	LARSON SPEECH & LAN	0116720641200	20320	RPS STUDENT SERVICE	0.00	869.04
9001	131241	04/08/24	6111	LARSON SPEECH & LAN	0126020641200	20320	RPS STUDENT SERVICE	0.00	976.14
TOTAL CHECK									4,738.50
9001	131242	04/08/24	7881	LOGIC OF ENGLISH, I	0116620120000	20610	RPS SS/MEAD SS24003	0.00	37.43
9001	131243	04/08/24	7806	PATRICK KOLVEK	0136020110000	20330	RPS STUDENT SERVICE	0.00	120.00
9001	131245	04/08/24	5314	MADISON NATIONAL LI	01	9409	RPS APRIL 2024 PREM	0.00	11,640.25
9001	131246	04/08/24	5066	MARK HYDRAULICS CO.	0180020262000	20430	RPS MAINTENANCE ADM	0.00	374.50
9001	131246	04/08/24	5066	MARK HYDRAULICS CO.	0180020262000	20430	RPS MAINTENANCE ADM	0.00	-24.50
TOTAL CHECK									350.00
9001	131247	04/08/24	4884	MATHESON TRI-GAS, I	0180020262000	20610	RPS MAINTENANCE ADM	0.00	137.23
9001	131247	04/08/24	4884	MATHESON TRI-GAS, I	0136020110080	20610	RALSTON HIGH HS2403	0.00	36.99
TOTAL CHECK									174.22
9001	131248	04/08/24	7829	MAXABILITY THERAPY	0116720215100	20320	RPS STUDENT SERVICE	0.00	10,310.50
9001	131249	04/08/24	5926	MENARDS	0136020262000	20430	RPS MAINTENANCE RHS	0.00	39.98
9001	131249	04/08/24	5926	MENARDS	0136020262000	20430	RPS MAINTENANCE RHS	0.00	44.44
9001	131249	04/08/24	5926	MENARDS	0126020261000	20610	RPS MAINTENANCE RMS	0.00	19.99
9001	131249	04/08/24	5926	MENARDS	0116820262000	20430	RPS MAINTENANCE SEY	0.00	29.05
9001	131249	04/08/24	5926	MENARDS	0136020262000	20430	RPS MAINTENANCE RHS	0.00	31.43
9001	131249	04/08/24	5926	MENARDS	0136020262000	20430	RPS MAINTENANCE RHS	0.00	85.91
9001	131249	04/08/24	5926	MENARDS	0180020261000	20340	RPS MAINTENANCE ADM	0.00	90.11
9001	131249	04/08/24	5926	MENARDS	0136020261000	20610	RPS MAINTENANCE RHS	0.00	110.97
9001	131249	04/08/24	5926	MENARDS	0136020262000	20430	RPS MAINTENANCE RHS	0.00	140.93
9001	131249	04/08/24	5926	MENARDS	0126020262000	20430	RPS MAINTENANCE RMS	0.00	9.48
9001	131249	04/08/24	5926	MENARDS	0136020261000	20610	RPS MAINTENANCE RHS	0.00	11.82
9001	131249	04/08/24	5926	MENARDS	0136020261000	20610	RPS MAINTENANCE RHS	0.00	11.98
TOTAL CHECK									626.09
9001	131251	04/08/24	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	9.60
9001	131251	04/08/24	834	METRO UTILITIES DIS	0116820261000	20629	RPS 7900 SEYMOUR ST	0.00	106.00
9001	131251	04/08/24	834	METRO UTILITIES DIS	0116420261000	20629	RPS 6240 H STREET	0.00	130.00
9001	131251	04/08/24	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	195.00
9001	131251	04/08/24	834	METRO UTILITIES DIS	0180020261000	20621	RPS 8545 PARK DRIVE	0.00	209.60
9001	131251	04/08/24	834	METRO UTILITIES DIS	0180020261000	20621	RPS 8545 PARK DRIVE	0.00	260.00
9001	131251	04/08/24	834	METRO UTILITIES DIS	0116720261000	20629	RPS 5100 SOUTH 93RD	0.00	289.20
9001	131251	04/08/24	834	METRO UTILITIES DIS	0116420261000	20621	RPS 6240 H STREET	0.00	321.60
9001	131251	04/08/24	834	METRO UTILITIES DIS	0126020261000	20629	RPS 8202 LAKEVIEW S	0.00	102.80
9001	131251	04/08/24	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	91.44
9001	131251	04/08/24	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8901 PARK DRIVE	0.00	98.20
9001	131251	04/08/24	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	99.20
9001	131251	04/08/24	834	METRO UTILITIES DIS	0116920261000	20629	RPS 8023 RALSTON AV	0.00	83.60
9001	131251	04/08/24	834	METRO UTILITIES DIS	0116420261000	20629	RPS 6240 H STREET	0.00	80.40
9001	131251	04/08/24	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8801 PARK DRIVE	0.00	82.20
9001	131251	04/08/24	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	22.86
9001	131251	04/08/24	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	24.80
9001	131251	04/08/24	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8969 PARK DRIVE	0.00	2.40

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9001	131251	04/08/24	834	METRO UTILITIES DIS	0180020261000	20629	RPS 8545 PARK DRIVE	0.00	52.40
9001	131251	04/08/24	834	METRO UTILITIES DIS	0180020261000	20629	RPS 8545 PARK DRIVE	0.00	65.00
9001	131251	04/08/24	834	METRO UTILITIES DIS	0116720261000	20621	RPS 5100 SOUTH 93RD	0.00	1,156.80
9001	131251	04/08/24	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8901 PARK DRIVE	0.00	1,331.20
9001	131251	04/08/24	834	METRO UTILITIES DIS	0126020261000	20621	RPS 8202 LAKEVIEW S	0.00	1,440.00
9001	131251	04/08/24	834	METRO UTILITIES DIS	0116620261000	20621	RPS 9205 BERRY STRE	0.00	2,088.00
9001	131251	04/08/24	834	METRO UTILITIES DIS	0116320261000	20621	RPS 10310 MOCKINGBI	0.00	3,456.80
9001	131251	04/08/24	834	METRO UTILITIES DIS	0116420261000	20621	RPS 6240 H STREET	0.00	520.00
9001	131251	04/08/24	834	METRO UTILITIES DIS	0116620261000	20629	RPS 9205 BERRY STRE	0.00	522.00
9001	131251	04/08/24	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8969 PARK DRIVE	0.00	780.00
9001	131251	04/08/24	834	METRO UTILITIES DIS	0116320261000	20629	RPS 10310 MOCKINGBI	0.00	864.20
9001	131251	04/08/24	834	METRO UTILITIES DIS	0126020261000	20629	RPS 8202 LAKEVIEW S	0.00	360.00
9001	131251	04/08/24	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8901 PARK DRIVE	0.00	392.80
9001	131251	04/08/24	834	METRO UTILITIES DIS	0126020261000	20621	RPS 8202 LAKEVIEW S	0.00	411.20
9001	131251	04/08/24	834	METRO UTILITIES DIS	0116820261000	20621	RPS 7900 SEYMOUR ST	0.00	424.00
9001	131251	04/08/24	834	METRO UTILITIES DIS	0136020261000	20621	RPS 8801 PARK DRIVE	0.00	328.80
9001	131251	04/08/24	834	METRO UTILITIES DIS	0136020261000	20629	RPS 8901 PARK DRIVE	0.00	332.80
9001	131251	04/08/24	834	METRO UTILITIES DIS	0116920261000	20621	RPS 8023 RALSTON AV	0.00	334.40
TOTAL CHECK									17,069.30
9001	131252	04/08/24	6407	MIDLAND UNIVERSITY	0116720692500	20330	RPS MOCK EARLY SPRI	0.00	945.00
9001	131252	04/08/24	6407	MIDLAND UNIVERSITY	0116920692500	20330	RPS WW EARLY SPRING	0.00	1,890.00
9001	131252	04/08/24	6407	MIDLAND UNIVERSITY	0126020692500	20330	RPS RMS EARLY SPRIN	0.00	1,890.00
9001	131252	04/08/24	6407	MIDLAND UNIVERSITY	0136020692500	20330	RPS RHS EARLY SPRIN	0.00	1,890.00
9001	131252	04/08/24	6407	MIDLAND UNIVERSITY	0116320692500	20330	RPS BLUM EARLY SPRI	0.00	1,890.00
9001	131252	04/08/24	6407	MIDLAND UNIVERSITY	0116420692500	20330	RPS KW EARLY SPRING	0.00	1,890.00
9001	131252	04/08/24	6407	MIDLAND UNIVERSITY	0116620692500	20330	RPS MEAD EARLY SPRI	0.00	2,835.00
TOTAL CHECK									13,230.00
9001	131253	04/08/24	7168	MIDWEST ALARM SERVI	0126020262000	20352	RPS MAINTENANCE RMS	0.00	104.10
9001	131254	04/08/24	2877	NASPA	0180020257000	20330	RPS/HR RUPPRECHT,MI	0.00	190.00
9001	131255	04/08/24	5418	NEBRASKA DEPT OF ED	0136020115000	20330	RPS/RHS ATHOW, STAC	0.00	15.00
9001	131256	04/08/24	7465	NEBRASKA LIONS FOUN	0116920213000	20610	RPS STUDENT SERVICE	0.00	100.00
9001	131257	04/08/24	4194	NEBRASKA WESLEYAN	0136020110030	20610	RALSTON HIGH HS2403	0.00	12.00
9001	131258	04/08/24	7674	OAK HILLS PRINTING	0116420110001	20610	RPS CURR/KARENWESTE	0.00	62.16
9001	131258	04/08/24	7674	OAK HILLS PRINTING	0116720110001	20610	RPS CURR/MOCKINGBIR	0.00	119.07
9001	131258	04/08/24	7674	OAK HILLS PRINTING	0116920110001	20610	RPS CURR/WILDEWOOD	0.00	82.88
9001	131258	04/08/24	7674	OAK HILLS PRINTING	0116820110001	20610	RPS CURR/SEYMOUR	0.00	83.50
9001	131258	04/08/24	7674	OAK HILLS PRINTING	0116320110001	20610	RPS CURR/BLUMFIELD	0.00	83.97
9001	131258	04/08/24	7674	OAK HILLS PRINTING	0116620110001	20610	RPS CURR/MEADOWS	0.00	85.92
TOTAL CHECK									515.50
9001	131259	04/08/24	7053	O'FLAHERTY SERVICES	0126020262000	20352	RPS MAINTENANCE RMS	0.00	285.00
9001	131259	04/08/24	7053	O'FLAHERTY SERVICES	0126020262000	20352	RPS MAINTENANCE RMS	0.00	389.60
9001	131259	04/08/24	7053	O'FLAHERTY SERVICES	0116420262000	20352	RPS MAINTENANCE KW	0.00	481.25
9001	131259	04/08/24	7053	O'FLAHERTY SERVICES	0116620262000	20352	RPS MAINTENANCE MEA	0.00	337.50
TOTAL CHECK									1,493.35

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9001	131260	04/08/24	936	OMAHA PUBLIC POWER	0136020261000	20622	RPS HIGH SCHOOL	0.00	25,977.44
9001	131260	04/08/24	936	OMAHA PUBLIC POWER	0116420261000	20622	RPS KAREN WESTERN	0.00	3,760.10
9001	131260	04/08/24	936	OMAHA PUBLIC POWER	0116620261000	20622	RPS MEADOWS	0.00	4,475.57
9001	131260	04/08/24	936	OMAHA PUBLIC POWER	0116920261000	20622	RPS WILDEWOOD	0.00	5,079.36
9001	131260	04/08/24	936	OMAHA PUBLIC POWER	0116720261000	20622	RPS MOCKINGBIRD	0.00	5,221.09
9001	131260	04/08/24	936	OMAHA PUBLIC POWER	0126020261000	20622	RPS MIDDLE SCHOOL	0.00	9,192.44
9001	131260	04/08/24	936	OMAHA PUBLIC POWER	0180020261000	20622	RPS ADMIN/CO/VMAC	0.00	2,466.69
9001	131260	04/08/24	936	OMAHA PUBLIC POWER	0116320261000	20622	RPS BLUMFIELD	0.00	2,571.30
9001	131260	04/08/24	936	OMAHA PUBLIC POWER	0116820261000	20622	RPS SEYMOUR	0.00	2,720.58
TOTAL CHECK									61,464.57
9001	131261	04/08/24	1915	O'REILLY AUTOMOTIVE	0180020265000	20610	RPS TRANSPORTATION	0.00	126.34
9001	131261	04/08/24	1915	O'REILLY AUTOMOTIVE	0180020262000	20430	RPS MAINTENANCE ADM	0.00	63.10
9001	131261	04/08/24	1915	O'REILLY AUTOMOTIVE	0180020271000	20430	RPS TRANSPORTATION	0.00	55.92
9001	131261	04/08/24	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	17.19
9001	131261	04/08/24	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	11.98
9001	131261	04/08/24	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	-12.14
TOTAL CHECK									262.39
9001	131262	04/08/24	7171	PICKATIME	0116820110000	20610	SEYMOUR SEZ40028	0.00	75.00
9001	131263	04/08/24	6145	PITNEY BOWES, INC.	0180020253000	20442	RPS ADMIN/CO/VMAC	0.00	339.00
9001	131264	04/08/24	3989	PRIME COMMUNICATION	0116420110001	20734	RPS TECHNOLOGY KW	0.00	1,105.00
9001	131264	04/08/24	3989	PRIME COMMUNICATION	0180020258000	20340	RPS TECHNOLOGY MEAD	0.00	105.00
TOTAL CHECK									1,210.00
9001	131265	04/08/24	7543	PURPLE COMMUNICATIO	0136020110000	20330	RPS STUDENT SERVICE	0.00	250.00
9001	131266	04/08/24	6229	WORKFIT, INC	0180020257000	20340	RPS HUMAN RESOURCES	0.00	529.00
9001	131266	04/08/24	6229	WORKFIT, INC	0180020257000	20340	RPS HUMAN RESOURCES	0.00	-529.00
TOTAL CHECK									0.00
9001	131268	04/08/24	7029	QUALITY PEST CONTRO	0136020262000	20352	RPS MAINTENANCE RHS	0.00	139.00
9001	131269	04/08/24	7690	RALSTON HILLCREST,	0136020110000	20441	RPS APRILD 2024 REN	0.00	1,300.00
9001	131270	04/08/24	3366	RALSTON PUBLIC SCHO	0180020232000	20610	RPS ADMIN/MARCILUNC	0.00	30.00
9001	131270	04/08/24	3366	RALSTON PUBLIC SCHO	0180020232000	20610	RPS CURRICULUM2/12-	0.00	38.00
9001	131270	04/08/24	3366	RALSTON PUBLIC SCHO	0116920129100	20610	RPS PS FEBRUARY 202	0.00	40.80
9001	131270	04/08/24	3366	RALSTON PUBLIC SCHO	0116320129100	20610	RPS PS FEBRUARY 202	0.00	40.82
9001	131270	04/08/24	3366	RALSTON PUBLIC SCHO	0116420129100	20610	RPS PS FEBRUARY 202	0.00	40.82
9001	131270	04/08/24	3366	RALSTON PUBLIC SCHO	0116620129100	20610	RPS PS FEBRUARY 202	0.00	40.82
9001	131270	04/08/24	3366	RALSTON PUBLIC SCHO	0116720129100	20610	RPS PS FEBRUARY 202	0.00	40.82
9001	131270	04/08/24	3366	RALSTON PUBLIC SCHO	0116820129100	20610	RPS PS FEBRUARY 202	0.00	40.82
TOTAL CHECK									312.90
9001	131271	04/08/24	7067	SHELL FLEET PLUS	0180020271000	20626	RPS TRANSPORTATION	0.00	164.53
9001	131272	04/08/24	1365	SIGNIT	0136020110050	20610	RALSTON HIGH HS2404	0.00	48.00

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	DESCRIPTION	SALES TAX	AMOUNT
9001	131274	04/08/24	5589	SPECTRUM PAINT	0126020262000	20430	RPS MAINTENANCE RMS	0.00	65.89
9001	131274	04/08/24	5589	SPECTRUM PAINT	0136020262000	20430	RPS MAINTENANCE RHS	0.00	111.80
9001	131274	04/08/24	5589	SPECTRUM PAINT	0180020262000	20430	RPS MAINTENANCE ADM	0.00	131.45
9001	131274	04/08/24	5589	SPECTRUM PAINT	0180020262000	20430	RPS MAINTENANCE ADM	0.00	-38.95
TOTAL CHECK									270.19
9001	131276	04/08/24	3418	THE ROSE	0180020271000	20340	RPS FT KARENWESTERN	0.00	145.00
9001	131277	04/08/24	7790	TRACY TONEY JONES	0136020110000	20330	RPS STUDENT SERVICE	0.00	240.00
9001	131278	04/08/24	7782	TREASURED WORDS, LL	0116420215100	20320	RPS STUDENT SERVICE	0.00	6,716.25
9001	131279	04/08/24	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	2,094.93
9001	131279	04/08/24	6034	TRUCK CENTER COMPAN	0180020271000	20430	RPS TRANSPORTATION	0.00	1,716.87
9001	131279	04/08/24	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	291.87
9001	131279	04/08/24	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	389.48
9001	131279	04/08/24	6034	TRUCK CENTER COMPAN	0180020271200	20430	RPS TRANSPORTATION	0.00	871.03
TOTAL CHECK									5,364.18
9001	131282	04/08/24	7406	UNITE PRIVATE NETWO	0180020258000	20382	RPS TECHNOLOGY ADMI	0.00	593.58
9001	131283	04/08/24	2823	UNIV OF NEBRASKA AT	0116720110000	20111	RPS MOCKCALDERON/VI	0.00	28,000.00
9001	131284	04/08/24	6446	UNIVERSITY OF NEBRA	0180020271000	20340	RPS FT MEADOWS	0.00	127.50
9001	131285	04/08/24	4832	VERIZON WIRELESS	0180020251000	20610	RPS TWO PHONES	0.00	80.02
9001	131285	04/08/24	4832	VERIZON WIRELESS	0180020271200	20530	RPS TRANSPORTATION	0.00	52.73
9001	131285	04/08/24	4832	VERIZON WIRELESS	0180020251000	20610	RPS HOTSPOTMANAG	0.00	25.33
9001	131285	04/08/24	4832	VERIZON WIRELESS	0180020251000	20610	RPS HOTSPOTS JOYCE	0.00	680.17
9001	131285	04/08/24	4832	VERIZON WIRELESS	0180020340000	20610	RPS BECIIPADS STOLL	0.00	360.09
TOTAL CHECK									1,198.34
9001	131286	04/08/24	6317	VISION SERVICE PLAN 01		9409	RPS APRIL 2024 PREM	0.00	3,822.95
9001	131287	04/08/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS KAREN WESTERN	0.00	364.35
9001	131287	04/08/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS SEYMOUR	0.00	504.24
9001	131287	04/08/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MEADOWS	0.00	563.64
9001	131287	04/08/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS WILDEWOOD	0.00	311.90
9001	131287	04/08/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS HIGH SCHOOL	0.00	2,553.51
9001	131287	04/08/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MIDDLE SCHOOL	0.00	748.09
9001	131287	04/08/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS MOCKINGBIRD	0.00	918.59
9001	131287	04/08/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS BLUMFIELD	0.00	-17.27
9001	131287	04/08/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS ADMIN/CO/VMAC	0.00	88.89
TOTAL CHECK									6,035.94
9001	131288	04/08/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MIDDLE SCHOOL	0.00	233.64
9001	131288	04/08/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS WILDEWOOD	0.00	59.78
9001	131288	04/08/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS BLUMFIELD	0.00	59.83
9001	131288	04/08/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS KAREN WESTERN	0.00	59.83
9001	131288	04/08/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MEADOWS	0.00	59.83
9001	131288	04/08/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS MOCKINGBIRD	0.00	59.83
9001	131288	04/08/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS SEYMOUR	0.00	59.83

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131288	04/08/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS HIGH SCHOOL	0.00	729.45
9001	131288	04/08/24	5925	WELLS FARGO FINANCI	0180020253000	20442	RPS ADMIN/CO/VMAC	0.00	552.98
TOTAL CHECK									1,875.00
9001	131289	04/08/24	6719	WESTLAKE ACE HARDWA	0136020262000	20430	RPS MAINTENANCE RHS	0.00	69.86
9001	131289	04/08/24	6719	WESTLAKE ACE HARDWA	0180020262000	20430	RPS MAINTENANCE ADM	0.00	2.97
9001	131289	04/08/24	6719	WESTLAKE ACE HARDWA	0136020262000	20430	RPS MAINTENANCE RHS	0.00	7.38
TOTAL CHECK									80.21
9001	131290	04/08/24	6491	WHAT'S BUGGIN' YA	0116320262000	20352	RPS MAINTENANCE BLU	0.00	50.00
9001	131290	04/08/24	6491	WHAT'S BUGGIN' YA	0116420262000	20352	RPS MAINTENANCE KW	0.00	50.00
9001	131290	04/08/24	6491	WHAT'S BUGGIN' YA	0116620262000	20352	RPS MAINTENANCE MEA	0.00	50.00
9001	131290	04/08/24	6491	WHAT'S BUGGIN' YA	0116720262000	20352	RPS MAINTENANCE MOC	0.00	50.00
9001	131290	04/08/24	6491	WHAT'S BUGGIN' YA	0116820262000	20352	RPS MAINTENANCE SEY	0.00	50.00
9001	131290	04/08/24	6491	WHAT'S BUGGIN' YA	0116920262000	20352	RPS MAINTENANCE WW	0.00	50.00
9001	131290	04/08/24	6491	WHAT'S BUGGIN' YA	0180020262000	20352	RPS MAINTENANCE ADM	0.00	70.00
9001	131290	04/08/24	6491	WHAT'S BUGGIN' YA	0126020262000	20352	RPS MAINTENANCE RMS	0.00	60.00
9001	131290	04/08/24	6491	WHAT'S BUGGIN' YA	0136020262000	20352	RPS MAINTENANCE RHS	0.00	60.00
TOTAL CHECK									490.00
9001	131291	04/08/24	7538	WOODRIVER ENERGY, L	0116820261000	20621	RPS SEYMOUR	0.00	2,823.04
9001	131291	04/08/24	7538	WOODRIVER ENERGY, L	0116920261000	20621	RPS WILDEWOOD	0.00	1,282.05
9001	131291	04/08/24	7538	WOODRIVER ENERGY, L	0126020261000	20621	RPS MIDDLE SCHOOL	0.00	2,349.26
9001	131291	04/08/24	7538	WOODRIVER ENERGY, L	0136020261000	20621	RPS HIGH SCHOOL	0.00	8,538.46
TOTAL CHECK									14,992.81
9001	131292	04/08/24	6229	WORKFIT, INC	0180020257000	20340	RPS HUMAN RESOURCES	0.00	72.00
9001	131292	04/08/24	6229	WORKFIT, INC	0180020257000	20340	RPS HUMAN RESOURCES	0.00	72.00
TOTAL CHECK									144.00
9001	131293	04/08/24	5026	ZIMCO SUPPLY COMPAN	0126020262000	20610	RPS MAINTENANCE RMS	0.00	350.00
9001	131293	04/08/24	5026	ZIMCO SUPPLY COMPAN	0136020262000	20610	RPS MAINTENANCE RHS	0.00	350.00
TOTAL CHECK									700.00
9001	131294	04/08/24	6866	ZTRIP (WHC NE, LLC)	0180020271200	20510	RPS TRANSPORTATION	0.00	3,861.82
9001	131295	04/08/24	7876	AMAYA BRODINE	0116320110000	20330	RPS BLUM FIRSTPAYME	0.00	2,000.00
9001	131296	04/08/24	316	JODY L. BLESSEN	0116820110000	20330	SEYMOUR ESEACONFTRA	0.00	91.13
9001	131297	04/08/24	7874	CRYSTAL ANDERSEN	0136020110000	20330	RPS RHS FIRSTPAYMEN	0.00	2,000.00
9001	131298	04/08/24	7877	DANIELLE CALPIN	0116820110000	20330	RPS SEY FIRST PAYME	0.00	2,000.00
9001	131299	04/08/24	5233	DONNA R. WHITE	0116920261000	20610	RPS/WMCUSTODIAL JEA	0.00	74.94
9001	131300	04/08/24	7875	JENNIFER A. ARANDA-	0116420110000	20330	RPS KW FIRST PAYMEN	0.00	2,000.00
9001	131301	04/08/24	7426	KAROLYN E JOHNSON	0116620110000	20333	REIMBURSED 3/22/202	0.00	58.96
9001	131304	04/08/24	7878	MALIA JOHNSON	0116920110000	20330	RPS WW FIRST PAYMEN	0.00	2,000.00

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131307	04/08/24	6496	LAURA M PROCHASKA	0136020110000	20333	REIMBURSE2/20-3/21/	0.00	91.62
9001	131308	04/08/24	3150	CHRISTINE REDEMSKE	0116820353500	20333	REIMBURSE2/26-3/22/	0.00	97.77
9001	131309	04/08/24	7602	WENDY E STANGE	0116420350000	20333	REIMBURSE2/21-3/20/	0.00	11.44
9001	131309	04/08/24	7602	WENDY E STANGE	0116620350000	20333	REIMBURSE2/21-3/20/	0.00	11.45
9001	131309	04/08/24	7602	WENDY E STANGE	0116320350000	20333	REIMBURSE2/21-3/20/	0.00	22.90
TOTAL CHECK								0.00	45.79
9001	131310	04/08/24	7879	STEPHEN SYCURO	0136020110000	20330	RPS RHS FIRST PAYME	0.00	2,000.00
9001	131313	04/08/24	7873	TYLER ALBERS	0116620110000	20330	RPS MEAD FIRSTPAYME	0.00	2,000.00
9001	131315	04/08/24	7502	ASCEND STAFFING	0136020261000	20340	RHS CUSTODIAN PERRY	0.00	689.26
9001	131316	04/08/24	4037	COX BUSINESS	0180020258000	20382	RPS APRIL 1, 2024	0.00	3,329.38
9001	131316	04/08/24	4037	COX BUSINESS	0180020258000	20382	RPS APRIL 1, 2024	0.00	8,788.61
TOTAL CHECK								0.00	12,117.99
9001	131317	04/08/24	6972	DAYBREAK	0116720120000	20569	RPS STUDENT SERVICE	0.00	3,122.90
9001	131318	04/08/24	127	EASTERN NEBRASKA HU	0136020120000	20569	RPS STUDENT SERVICE	0.00	3,600.00
9001	131319	04/08/24	5993	ESU #3/METRO REGION	0126020353500	20610	RPS HAL REDEMSKE	0.00	200.00
9001	131320	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	300.23
9001	131320	04/08/24	4272	FIRST STUDENT	0180020271000	20340	RPS TRANSPORTATION	0.00	392.24
TOTAL CHECK								0.00	692.47
9001	131321	04/08/24	344	GOODWIN TUCKER GROU	0136020262000	20430	RPS MAINTENANCE RHS	0.00	532.39
9001	131322	04/08/24	2715	HY-VEE GAS	0136020110060	20610	RPS HIGH SCHOOL	0.00	606.83
9001	131322	04/08/24	2715	HY-VEE GAS	0180020271000	20510	RPS TRANSPORTATION	0.00	1,055.74
9001	131322	04/08/24	2715	HY-VEE GAS	0180020262000	20626	RPS MAINTENANCE	0.00	1,268.46
9001	131322	04/08/24	2715	HY-VEE GAS	0180020271200	20626	RPS TRANSPORTATION	0.00	4,021.49
9001	131322	04/08/24	2715	HY-VEE GAS	0136020120000	20610	RPS STUDENT SERVICE	0.00	220.63
9001	131322	04/08/24	2715	HY-VEE GAS	0180020271000	20626	RPS TRANSPORTATION	0.00	240.36
9001	131322	04/08/24	2715	HY-VEE GAS	0126020110060	20630	RPS MIDDLE SCHOOL	0.00	247.41
9001	131322	04/08/24	2715	HY-VEE GAS	0116820120000	20610	RPS STUDENT SERVICE	0.00	122.51
9001	131322	04/08/24	2715	HY-VEE GAS	0180020271200	20626	RPS TRANSPORTATION	0.00	49.71
9001	131322	04/08/24	2715	HY-VEE GAS	0136020110000	20610	RPS HIGH SCHOOL	0.00	68.55
TOTAL CHECK								0.00	7,901.69
9001	131323	04/08/24	6993	LANGUAGE LINE SERVI	0136020115000	20320	RPS ELL/HIGH SCHOOL	0.00	21.83
9001	131323	04/08/24	6993	LANGUAGE LINE SERVI	0116320115000	20320	RPS ELL/BLUMFIELD	0.00	25.77
TOTAL CHECK								0.00	47.60
9001	131324	04/08/24	5926	MENARDS	0116620262000	20430	RPS MAINTENANCE MEA	0.00	31.24
9001	131324	04/08/24	5926	MENARDS	0126020261000	20340	RPS MAINTENANCE RMS	0.00	35.94
9001	131324	04/08/24	5926	MENARDS	0136020262000	20430	RPS MAINTENANCE RHS	0.00	37.50
9001	131324	04/08/24	5926	MENARDS	0116620262000	20610	RPS MAINTENANCE MEA	0.00	2.99
9001	131324	04/08/24	5926	MENARDS	0136020262000	20430	RPS MAINTENANCE RHS	0.00	12.84

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
TOTAL CHECK								0.00	120.51
9001	131325	04/08/24	921	ODP BUSINESS SOLUTI	0116820110000	20610	SEYMOUR SE240027	0.00	18.99
9001	131325	04/08/24	921	ODP BUSINESS SOLUTI	0116820110000	20610	SEYMOUR SE240027	0.00	4.73
9001	131325	04/08/24	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO240019	0.00	38.02
9001	131325	04/08/24	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO240019	0.00	45.28
9001	131325	04/08/24	921	ODP BUSINESS SOLUTI	0116420110000	20610	KARENWESTERN KW2401	0.00	75.89
9001	131325	04/08/24	921	ODP BUSINESS SOLUTI	0116820110000	20610	SEYMOUR SE240027	0.00	104.26
9001	131325	04/08/24	921	ODP BUSINESS SOLUTI	0116720110000	20610	MOCKINGBIRD MB24005	0.00	131.24
9001	131325	04/08/24	921	ODP BUSINESS SOLUTI	0116620110000	20610	MEADOWS MW240081	0.00	135.79
9001	131325	04/08/24	921	ODP BUSINESS SOLUTI	0136020110000	20610	RALSTON HIGH HS2403	0.00	480.33
9001	131325	04/08/24	921	ODP BUSINESS SOLUTI	0180020232000	20610	RPS ADMIN CO240018	0.00	501.17
9001	131325	04/08/24	921	ODP BUSINESS SOLUTI	0126020110000	20610	RALSTONMIDDLEMS2401	0.00	177.54
TOTAL CHECK								0.00	1,713.24
9001	131326	04/08/24	3545	ROCHESTER MIDLAND C	0116420262000	20352	RPS MAINTENANCE KW	0.00	163.71
9001	131326	04/08/24	3545	ROCHESTER MIDLAND C	0116720262000	20352	RPS MAINTENANCE MOC	0.00	163.72
9001	131326	04/08/24	3545	ROCHESTER MIDLAND C	0116820262000	20352	RPS MAINTENANCE SEY	0.00	163.72
9001	131326	04/08/24	3545	ROCHESTER MIDLAND C	0126020262000	20352	RPS MAINTENANCE RMS	0.00	163.72
9001	131326	04/08/24	3545	ROCHESTER MIDLAND C	0136020262000	20352	RPS MAINTENANCE RHS	0.00	163.72
TOTAL CHECK								0.00	818.59
9001	131329	04/08/24	6660	BOUND TO STAY BOUND	0116720222000	20640	MOCKINGBIRD MB24006	0.00	73.19
9001	131330	04/08/24	7788	BRITTNEY CURTIS	0180020271000	20510	REIMBURSE2/26-3/22/	0.00	235.84
9001	131331	04/08/24	4037	COX BUSINESS	0180020258000	20382	RPS MEADOWS APRIL20	0.00	9.62
9001	131331	04/08/24	4037	COX BUSINESS	0180020258000	20382	RPS MOCK APRIL 2024	0.00	9.62
9001	131331	04/08/24	4037	COX BUSINESS	0180020258000	20382	RPS SEYMOUR APRIL20	0.00	9.62
TOTAL CHECK								0.00	28.86
9001	131332	04/08/24	5993	ESU #3/METRO REGION	0136020218100	20320	RPS STUDENT SERVICE	0.00	2,080.84
9001	131332	04/08/24	5993	ESU #3/METRO REGION	0180020641800	20610	RPS STUDENT SERVICE	0.00	90.25
9001	131332	04/08/24	5993	ESU #3/METRO REGION	0116320214100	20320	RPS STUDENT SERVICE	0.00	8,132.12
9001	131332	04/08/24	5993	ESU #3/METRO REGION	0116720120000	20569	RPS STUDENT SERVICE	0.00	8,200.00
9001	131332	04/08/24	5993	ESU #3/METRO REGION	0126020120000	20569	RPS STUDENT SERVICE	0.00	5,600.00
9001	131332	04/08/24	5993	ESU #3/METRO REGION	0116320120000	20569	RPS STUDENT SERVICE	0.00	16,400.00
9001	131332	04/08/24	5993	ESU #3/METRO REGION	0136020120000	20569	RPS STUDENT SERVICE	0.00	32,800.00
TOTAL CHECK								0.00	73,303.21
9001	131333	04/08/24	7658	FLOCELIA KINNEY	0180020271200	20510	REIMBURSED3/1-28/20	0.00	162.94
9001	131334	04/08/24	6960	THE HOME DEPOT PRO	0126020261000	20610	RPS CUSTODIAL RMS	0.00	26.88
9001	131335	04/08/24	4452	KISSEL, KOHOUT, ES AS	0180020231000	20810	RPS LEGISLATIVE SER	0.00	3,927.75
9001	131336	04/08/24	6193	KSB SCHOOL LAW	0180020120000	20810	RPS STUDENT SERVICE	0.00	125.00
9001	131337	04/08/24	813	MECHANICAL SALES PA	0116720262000	20430	RPS MAINTENANCE MOC	0.00	250.00
9001	131338	04/08/24	827	METAL DOORS & HARDW	0136020262000	20430	RPS MAINTENANCE RHS	0.00	3,208.00

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131339	04/08/24	921	ODP BUSINESS SOLUTI	0136020110040	20610	RALSTON HIGH HS2403	0.00	177.40
9001	131339	04/08/24	921	ODP BUSINESS SOLUTI	0136020110040	20610	RALSTON HIGH HS2403	0.00	998.89
TOTAL CHECK									1,176.29
9001	131340	04/08/24	2808	ONE SOURCE	0180020257000	20340	RPS HUMAN RESOURCES	0.00	529.00
9001	131341	04/08/24	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	47.27
9001	131341	04/08/24	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	68.82
9001	131341	04/08/24	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	21.98
9001	131341	04/08/24	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	16.99
9001	131341	04/08/24	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	-68.82
9001	131341	04/08/24	1915	O'REILLY AUTOMOTIVE	0180020262000	20430	RPS MAINTENANCE ADM	0.00	4.59
TOTAL CHECK									90.83
9001	131342	04/08/24	5641	QUILL, LLC	0116320110090	20610	BLUMFIELD BL240042	0.00	17.19
9001	131342	04/08/24	5641	QUILL, LLC	0116320110000	20610	BLUMFIELD BL240042	0.00	17.67
9001	131342	04/08/24	5641	QUILL, LLC	0116320110000	20610	BLUMFIELD BL240042	0.00	133.60
TOTAL CHECK									168.46
9001	131343	04/08/24	3366	RALSTON PUBLIC SCHO	0116620129100	20610	RPS SS/PS MARCH 202	0.00	35.96
9001	131343	04/08/24	3366	RALSTON PUBLIC SCHO	0116720129100	20610	RPS SS/PS MARCH 202	0.00	35.96
9001	131343	04/08/24	3366	RALSTON PUBLIC SCHO	0116820129100	20610	RPS SS/PS MARCH 202	0.00	35.96
9001	131343	04/08/24	3366	RALSTON PUBLIC SCHO	0116920129100	20610	RPS SS/PS MARCH 202	0.00	36.00
9001	131343	04/08/24	3366	RALSTON PUBLIC SCHO	0116320129100	20610	RPS SS/PS MARCH 202	0.00	35.96
9001	131343	04/08/24	3366	RALSTON PUBLIC SCHO	0116420129100	20610	RPS SS/PS MARCH 202	0.00	35.96
TOTAL CHECK									215.80
9001	131344	04/08/24	7882	SIMPLISTIC SOLUTION	0180020631000	20330	RPS CURRCILUM/STGER	0.00	500.00
9001	131346	04/08/24	2406	WASTE MANAGEMENT OF	0180020261000	20629	RPS ADMIN/CO/VMAC	0.00	380.00
9001	131347	04/08/24	1474	HEARTLAND FOUNDATIO	0116720120000	20569	RPS STUDENT SERVICE	0.00	4,400.00
9001	131347	04/08/24	1474	HEARTLAND FOUNDATIO	0126020120000	20569	RPS STUDENT SERVICE	0.00	8,800.00
TOTAL CHECK									13,200.00
9001	131348	04/08/24	827	METAL DOORS & HARDW	0180020261000	20610	RPS MAINTENANCE ADM	0.00	65.10
9001	131348	04/08/24	827	METAL DOORS & HARDW	0116320262000	20610	RPS MAINTENANCE BLU	0.00	65.11
9001	131348	04/08/24	827	METAL DOORS & HARDW	0116420262000	20610	RPS MAINTENANCE KW	0.00	65.11
9001	131348	04/08/24	827	METAL DOORS & HARDW	0116620262000	20610	RPS MAINTENANCE MEA	0.00	65.11
9001	131348	04/08/24	827	METAL DOORS & HARDW	0116720262000	20610	RPS MAINTENANCE MOC	0.00	65.11
9001	131348	04/08/24	827	METAL DOORS & HARDW	0116820262000	20610	RPS MAINTENANCE SEY	0.00	65.11
9001	131348	04/08/24	827	METAL DOORS & HARDW	0116920262000	20610	RPS MAINTENANCE WW	0.00	65.11
9001	131348	04/08/24	827	METAL DOORS & HARDW	0126020262000	20610	RPS MAINTENANCE RMS	0.00	65.12
9001	131348	04/08/24	827	METAL DOORS & HARDW	0136020261000	20610	RPS MAINTENANCE RHS	0.00	65.12
TOTAL CHECK									586.00
9001	131349	04/08/24	1915	O'REILLY AUTOMOTIVE	0180020271200	20430	RPS TRANSPORTATION	0.00	14.32
9001	131350	04/08/24	5429	REGAL AWARDS UNLIMI	0116820110001	20610	RPS CURRICULUM RMS	0.00	17.07
9001	131350	04/08/24	5429	REGAL AWARDS UNLIMI	0116920110001	20610	RPS CURRICULUM RMS	0.00	17.36
9001	131350	04/08/24	5429	REGAL AWARDS UNLIMI	0116320110001	20610	RPS CURRICULUM RMS	0.00	17.60
9001	131350	04/08/24	5429	REGAL AWARDS UNLIMI	0116620110001	20610	RPS CURRICULUM RMS	0.00	18.00

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CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131350	04/08/24	5429	REGAL AWARDS UNLIMI	0116720110001	20610	RPS CURRICULUM RMS	0.00	24.95
9001	131350	04/08/24	5429	REGAL AWARDS UNLIMI	0116420110001	20610	RPS CURRICULUM RMS	0.00	13.02
TOTAL CHECK								0.00	108.00
9001	131351	04/08/24	7677	SCHUMACHER ELEVATOR	0116420262000	20352	RPS MAINTENANCE KW	0.00	117.50
9001	131352	04/08/24	7778	KALI D ALLEN	0116820353500	20333	REIMBURSE2/28-3/19/	0.00	2.14
9001	131352	04/08/24	7778	KALI D ALLEN	0116720353500	20333	REIMBURSE2/28-3/19/	0.00	2.14
TOTAL CHECK								0.00	4.28
TOTAL CASH ACCOUNT								0.00	512,268.67
TOTAL FUND								0.00	512,268.67

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FUND - 02 - DEPRECIATION

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131201	04/08/24	170	APPLE INC.	0280020110000	20734	KEYBOARD AND MICE F	0.00	4,644.00
9001	131201	04/08/24	170	APPLE INC.	0280020110000	20734	RPS TECHNOLOGY STAF	0.00	55,930.00
9001	131201	04/08/24	170	APPLE INC.	0280020110000	20734	ANNUAL STAFF LAPTOP	0.00	114,270.00
TOTAL CHECK								0.00	174,844.00
9001	131267	04/08/24	6009	STERLING COMPUTERS	0280020110000	20734	STUDENT CHROMEBOOK	0.00	343,364.00
9001	131280	04/08/24	1257	VAUGHN ELECTRIC	0280020110000	20730	RPS ADMIN/CO/VMAC	0.00	3,677.00
TOTAL CASH ACCOUNT								0.00	521,885.00
TOTAL FUND								0.00	521,885.00

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FUND - 06 - FOOD SERVICE

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0616920310000	20340	RPS FOOD SERVICES	0.00	1,384.45
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0616620310000	20340	RPS FOOD SERVICES	0.00	1,460.52
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0616720310000	20340	RPS FOOD SERVICES	0.00	1,658.30
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0616420310000	20340	RPS FOOD SERVICES	0.00	912.82
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0616820310000	20340	RPS FOOD SERVICES	0.00	1,004.10
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0616820310000	20340	RPS FOOD SERVICES	0.00	8,320.87
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0616920310000	20340	RPS FOOD SERVICES	0.00	11,472.72
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0616620310000	20340	RPS FOOD SERVICES	0.00	12,103.08
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0616720310000	20340	RPS FOOD SERVICES	0.00	13,742.05
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0616320310000	20340	RPS FOOD SERVICES	0.00	14,498.49
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0626020310000	20340	RPS FOOD SERVICES	0.00	17,776.41
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0636020310000	20340	RPS FOOD SERVICES	0.00	40,595.76
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0616420310000	20340	RPS FOOD SERVICES	0.00	7,564.43
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0616320310000	20340	RPS FOOD SERVICES	0.00	1,749.58
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0626020310000	20340	RPS FOOD SERVICES	0.00	2,145.14
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0680020310000	20340	RPS FOOD SERVICES	0.00	3,972.16
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0680020310000	20340	RPS FOOD SERVICES	0.00	4,507.50
9001	131273	04/08/24	5077	SODEXO, INC & AFFIL	0636020310000	20340	RPS FOOD SERVICES	0.00	4,898.82
TOTAL CHECK								0.00	149,767.20
9001	131285	04/08/24	4832	VERIZON WIRELESS	0680020310000	20530	RPS FOOD SERVICES	0.00	65.81
9001	131345	04/08/24	5077	SODEXO, INC & AFFIL	0626020310000	20340	RPS FOOD SERVICES	0.00	15,171.20
9001	131345	04/08/24	5077	SODEXO, INC & AFFIL	0616420310000	20340	RPS FOOD SERVICES	0.00	6,455.83
9001	131345	04/08/24	5077	SODEXO, INC & AFFIL	0616820310000	20340	RPS FOOD SERVICES	0.00	7,101.41
9001	131345	04/08/24	5077	SODEXO, INC & AFFIL	0616620310000	20340	RPS FOOD SERVICES	0.00	10,329.33
9001	131345	04/08/24	5077	SODEXO, INC & AFFIL	0616720310000	20340	RPS FOOD SERVICES	0.00	11,728.10
9001	131345	04/08/24	5077	SODEXO, INC & AFFIL	0616320310000	20340	RPS FOOD SERVICES	0.00	12,373.67
9001	131345	04/08/24	5077	SODEXO, INC & AFFIL	0616920310000	20340	RPS FOOD SERVICES	0.00	9,791.34
9001	131345	04/08/24	5077	SODEXO, INC & AFFIL	0680020310000	20340	RPS FOOD SERVICES	0.00	4,335.84
9001	131345	04/08/24	5077	SODEXO, INC & AFFIL	0680020310000	20340	RPS FOOD SERVICES	0.00	3,886.75
9001	131345	04/08/24	5077	SODEXO, INC & AFFIL	0636020310000	20340	RPS FOOD SERVICES	0.00	34,646.29
TOTAL CHECK								0.00	115,819.76
TOTAL CASH ACCOUNT								0.00	265,652.77
TOTAL FUND								0.00	265,652.77

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FUND - 08 - SPECIAL BUILDING

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131202	04/08/24	6959	BCDM ARCHITECTS	0826020430000	20350	RPS MIDDLE SCHOOL	0.00	1,677.28
9001	131202	04/08/24	6959	BCDM ARCHITECTS	0816820430000	20350	RPS SEYMOUR	0.00	4,738.00
9001	131202	04/08/24	6959	BCDM ARCHITECTS	0816720430000	20350	RPS MOCKINGBIRD	0.00	10,095.79
9001	131202	04/08/24	6959	BCDM ARCHITECTS	0816320430000	20350	RPS BLUMFIELD	0.00	12,612.23
TOTAL CHECK								0.00	29,123.30
9001	131203	04/08/24	7753	BEACON ATHLETICS, L	0836020470000	20733	RPS HIGH SCHOOL	0.00	88.00
9001	131204	04/08/24	7137	DATAVIZION, LLC	0816320470000	20733	RPS TECH BLUMFIELD	0.00	2,465.62
9001	131204	04/08/24	7137	DATAVIZION, LLC	0816720470000	20733	RPS TECH MOCKINGBIR	0.00	2,465.63
TOTAL CHECK								0.00	4,931.25
9001	131205	04/08/24	6224	THE DAILY RECORD	0816420470000	20810	RPS KAREN WESTERN	0.00	48.67
9001	131231	04/08/24	7735	JIFFY LEVENSON'S SU	0816720470000	20733	RPS MOCKINGBIRD	0.00	1,970.60
9001	131232	04/08/24	4768	LAMP RYNEARSON & AS	0836020430000	20350	RPS HIGH SCHOOL	0.00	300.00
9001	131244	04/08/24	1999	MIDWEST BOX COMPANY	0826020470000	20610	RPS MIDDLE SCHOOL	0.00	323.10
9001	131281	04/08/24	7562	THE WEITZ COMPANY	0816820470000	20450	RPS SEYMOUR	0.00	169,023.00
9001	131281	04/08/24	7562	THE WEITZ COMPANY	0816720470000	20450	RPS MOCKINGBIRD	0.00	1,016,815.00
9001	131281	04/08/24	7562	THE WEITZ COMPANY	0816320470000	20450	RPS BLUMFIELD	0.00	1,144,042.00
TOTAL CHECK								0.00	2,329,880.00
9001	131314	04/08/24	4768	LAMP RYNEARSON & AS	0836020430000	20350	RPS MOCKINGBIRD	0.00	781.82
9001	131327	04/08/24	6959	BCDM ARCHITECTS	0816820430000	20350	RPS SEYMOUR	0.00	4,738.00
9001	131327	04/08/24	6959	BCDM ARCHITECTS	0816720430000	20350	RPS MOCKINGBIRD	0.00	10,064.97
9001	131327	04/08/24	6959	BCDM ARCHITECTS	0816320430000	20350	RPS BLUMFIELD	0.00	12,582.95
9001	131327	04/08/24	6959	BCDM ARCHITECTS	0826020430000	20350	RPS MIDDLE SCHOOL	0.00	1,648.00
TOTAL CHECK								0.00	29,033.92
9001	131328	04/08/24	6193	KSB SCHOOL LAW	0816420430000	20350	RPS KAREN WESTERN	0.00	88.50
TOTAL CASH ACCOUNT								0.00	2,396,569.16
TOTAL FUND								0.00	2,396,569.16

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FUND - 10 - COOPERATIVE FUND

CASH ACCT	CHECK NO	ISSUE DT	VENDOR	NAME	ORG. KEY	ACCNT	----DESCRIPTION----	SALES TAX	AMOUNT
9001	131275	04/08/24	2835	SARAH A STOREY	1080020215100	20320	RPS SS/SUBURBAN	0.00	8,059.50
9001	131302	04/08/24	4022	TRACY LOUCKS	1080020215100	20333	REIMBURSE2/21-3/20/	0.00	840.18
9001	131303	04/08/24	7776	DANIELLE B MAGRINI	1080020215100	20333	REIMBURSE2/21-3/20/	0.00	735.93
9001	131305	04/08/24	6350	KIMBERLEE M HASKETT	1080020215100	20333	REIMBURSE2/21-3/19/	0.00	1,352.93
9001	131306	04/08/24	7041	CARL MOWRY	1080020215100	20333	REMBURSED2/21-26/20	0.00	182.24
9001	131311	04/08/24	7606	JERA L STERNER	1080020215100	20333	REIMBURSE2/21-3/21/	0.00	553.29
9001	131312	04/08/24	5094	TIARRA MCGOWAN	1080020215100	20333	REIMBURSE2/21-3/20/	0.00	465.99
TOTAL CASH ACCOUNT								0.00	12,190.06
TOTAL FUND								0.00	12,190.06
TOTAL REPORT								0.00	3,708,565.66



# Ralston HOSA

# 2023-2024

Grant Summary Presentation





# 2023-2024 Ralston HOSA Grant Summary

## **Purpose of grant:**

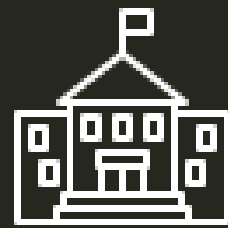
To create an equitable opportunity for a variety of high school students, to obtain membership and participate in HOSA sanctioned events and conferences.

Ralston High School was awarded a grant in the amount of \$2,250 from Nebraska State HOSA in October of 2024.

- First half was awarded in the fall.
- Second half will be disbursed after board presentation has been completed.



# Out of School Event & Cost Summary



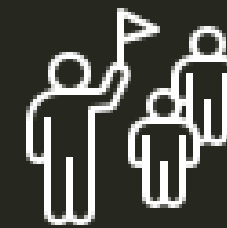
## Mind Bending Career Conference

\$15 per student  
4 students



## Competitive Events Expo

\$15 per student  
12 students



## UNMC Backstage Pass

No cost  
15 students



## NECC Health Science Experience

\$15 per student  
23 students



## HOSA State Leadership Conference

\$40 per student  
20 students



## UNO PreHealth Symposium

No cost  
15 students

**40**

National and  
State Registered  
Student Members

**40 x \$20 = \$800**

Student  
participation fees  
for conferences

**\$1385.00**

## Bond Planning/Update Agenda

### April 4, 2024

- BL
  - Start up on RTU's 4 out of 7 are operational
  - Most rough in's are done for electrical
  - Area 1 nearly complete, flooring installed, area 2 is painted, area 3 is primed, area 4 and 5 are mudded, taped and are being sanded
  - Casework, dry erase and bulletin boards are installed in phases 1 and 2
- MB
  - Start up next week for HVAC units
  - Sidewalk to be poured around the building next week
  - Above ceiling inspections are near complete
  - Light fixtures and ceiling grid installation is ongoing
  - Elevator work is ongoing
  - Construction trailer moves out on Monday
  - Kitchen equipment is delivered
  - Wood floor is installed in the gym
  - Playground equipment delivered 4/29
  - Exterior asbestos panel removal is mostly complete

### March 28, 2024

- BL
  - Doors and casework are onsite
  - Roof top units are connected to electrical, gas lines being installed
  - Start up of RTU's next week
  - Light fixtures in phase 2, lights in west half of the building
  - Phases 4 and 5 being taped and mudded
  - Ceiling grids are going in phases 2 and 3
  - Painting in phase 3
- MB
  - Permanent Power is up and running
  - HVAC start up next week
  - Gym floor installation has started
  - Flooring to start on 1st floor, 2 rooms a day
  - Elevators are onsite
  - Lighting is continuing to be installed
  - N. retaining wall complete, work started on E. retaining wall
  - Kitchen equipment in next week
  - Plumbing fixtures are beginning to be installed

- SY
  - Tree removal on NW corner of the building to make room for handicap access

### **March 14, 2024**

- BL
  - Electrical rough ins ongoing for RTU's curbs are mostly installed with a couple remaining until after final removal of old RTU's. Start ups on two new units next Monday. Crane back on site to demo remaining original RTU's
  - Low voltage installation taking place phase 1
  - Phases 4 and 5 drywall is progressing, 80% of drywall is installed with various stages of finishing and taping to be completed
  - Ceiling grids to start phase 1 on Tuesday
  - Water heater installation to begin next week
  - Tile installation is ongoing in each of the restrooms
  - Casework to begin arriving next week
- MB
  - Retaining wall work beginning for the East and North sides of the building
  - Hard lids are nearly finished in hallways and restrooms
  - Cloud framing is done in the media center, music room and cafeteria are next
  - Sound panel are painted and are being installed in the gym
  - Fitter are working on HVAC system
  - Permanent electrical is installed, waiting on OPPD to make it active
  - RR upstairs to be tiled and gridded by next Wednesday
  - Sprinkler line is near completion

### **March 7, 2024**

- MB
  - Hard lid inspections done, some bathrooms can begin adding partitions
  - Finish electrical work is taking place on the main floor, lights installed in the gym.
  - End of next week will mark the majority of completion for drywall installation
  - Water heaters and softeners are tied in
  - Tile work is nearly complete in restroom areas
  - Exterior asbestos removal to start March 29
- BL
  - Permanent power is back on, switch gear is installed
  - Roughing in electrical and gas for RTU's
  - Drywall work completed phase 2, phase 3 is ongoing, phase 5 is next
  - Priming and painting taking place Phase 1 and Phase 2
  - Ceiling going up next week phase 1

- Tile work taking place in restrooms
- More concrete work to take place next week on east side of building.
- SY
  - Asbestos inspection #2 Friday and Monday.

### **February 29, 2024**

- MB
  - Finishing restroom ceilings on the Academic wing
  - Electrical rough in continuing upper academic wing
  - Casework installation to start Monday
  - Permanent water is on to the building
  - Ceiling grid work is ongoing, clouds to be installed in Cafeteria/Media/Music
  - Network cabling and data rack installation is ongoing
  - Quarry tile in the kitchen area
- BL
  - Electrical rough ins phases 4 and 5 ongoing
  - Trenching in the sprinkler line this week
  - Exterior lighting is taking place
  - Drywall in phase 3 is being installed, phases 1 and 2 are being finished
  - Tile work starting next week in primary bathrooms
  - Fire sprinkler work to be complete next week
  - Phase 1 ready for paint
- SY/RMS
  - More pre-construction work is taking place, site logistics and scheduling

### **February 22, 2024**

- MB
  - Most installed plumbing and electrical has passed rough in inspection, once inspections are passed, drywall is installed
  - Continuing to work on the retention pond, civil engineer is redesigning the grading and the slope
  - Most casework is delivered
  - Upper academic wing is being sheetrocked
  - Lighting and grid work is taking place on the first floor
  - Permanent power is installed
  - Partial store front is being installed on the main entrance.
- BL

- As plumbing and electrical rough ins are completed and passed inspection, drywall work is following behind them. Phase 1 is complete, phases 2 and 3 are in the process of drywall install,
- Concrete work is taking place along the perimeter of the building
- Roof curb installs and RTU's change outs to take place this week\
- Sprinkler work is nearly finished phases 3 and 4.
- RMS/SY
  - Continuing to plan for summer work, phasing plan is being finalized for fall RMS work
- KW
  - Pre Construction meeting was held for flooring installation, work to take place in June and July of 2024

### **February 8, 2024**

- MB
  - Lower Academic wing passed plumbing and electrical inspections, drywall work to follow
  - Power pole is set and in place to feed permanent power to the school
  - Fire alarm and sprinkler system work is continuing
  - Ceiling grid to follow in painted rooms next week
  - RR tile work is ongoing, kitchen tile work to begin next week
  - Main entry storefront install starts next week
- BL
  - Concrete work outside of the building is beginning
  - Demo of exterior doors next week, new doors and glazier is onsite
  - Wednesday, drywall work begins
  - Roof curbs are here, plan to install RTU's depending on weather and crane availability
- SY/RMS
  - Staging/mobilization work is ongoing.
  - RMS GMP presented to BOE 2/12
- WW
  - Fire Marshal to do final inspection 2/12

### **February 2, 2024**

- MB
  - Stairwells are closing up, elevator install to begin after inspection
  - Permanent Power to be installed within the next two weeks, then permanent HVAC can be commissioned

- Drywall is progressing in the academic wing
- Painting is taking place in the office and main hall, ceiling grid to follow
- Tile work taking place in restrooms
- New utility pole to be set next week
- BL
  - Glazier on site next week for exterior doors, interior glass
  - Framing complete in phases 1 and 2, phases 3 and 4 nearly complete
  - Underground work is complete
  - Drywall delivery, installation to begin in old Primary wing
  - Structural steel mostly installed, a couple more areas to add for roof top units
  - Fire Sprinkler mains are installed
- WW & ME
  - Finished on repair of Media Center desk (ME)
  - Last of backordered exterior lights to be installed next week, programming to follow (WW)
  - Sliding doors on order for office (WW)
- SY
  - Site plan and phasing for construction beginning to take shape
- RMS
  - GMP provided
  - Phasing plan discussed, shared with RMS Admin.

### **January 15, 2024**

- MB
  - 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
- BL
  - 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
- ME
  - Media Center desk repair
- WW
  - Exterior lights to be completed in 2 weeks, followed by programming
- SY
  - Sub Contracts are nearly filled
  - GMP on tonight's agenda

- KW
  - Prebid walkthrough on flooring 1/15
- RMS
  - Walkthrough 1/15

### **December 28, 2023**

- MB
  - MUD working on bringing gas line from the street to the new building
  - Gym ceiling is primed
  - VAVs mostly installed
  - Wall insulation is being installed
  - Framing nearly complete academic wing upper and lower
  - Asbestos removal on old building to begin over spring break
- BL
  - Demolition ongoing, complete in phases 1-3
  - Duct work is being installed in several areas
  - Front sidewalk has been replaced along MB drive
  - Floor grinding is ongoing
- WW
  - Parking lot tarring to continue
  - Tile work ongoing around drinking fountains
  - Punch list items ongoing
- SY
  - Subcontractors are being notified and mobilization to begin
  - Westside has agreed to extend our lease at WCC

### **November 27, 2023**

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

- WW
  - Move in complete
  - Punch list work is ongoing
  - Flooring is nearing completion with waxing and some closets to be completed
- BL
  - Move is in progress
  - Job trailer is onsite
  - Asbestos work has started
- SY
  - Bid work is ongoing,
  - Mapping out timeline for project work this summer
- RHS
  - BA/SB field turf install is complete,
  - Punchlist work, including railing and electrical is ongoing

#### **November 9, 2023**

- MB
  - Insulation work continuing
  - Framing on main office and 1st floor of the academic wing taking place
  - Most exterior windows are installed
  - Retention pond and stormwater runoff is near completion
- WW
  - Sidewalk pours are complete as of 11/8
  - Final inspection for ceiling work is complete, padding is ongoing
  - RTU's start up has been completed
  - Sink and toilet installs are started
  - Lights are in almost all areas
  - COX has strung fiber and is working on having network capabilities to our building shortly
  - Access points are being installed,
  - Prime is on site working on cameras, door controls and security alarms
- BL
  - Shop drawings being finalized
- SY
  - Subcontractor walkthrough 11/3, strong interest, plan to be out for bid by Christmas

## November 3, 2023

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

## October 16, 2023

- MB
  - - Main Entry – Exterior: <https://api2.enscape3d.com/v3/view/4213c738-6de7-4d40-adf6-7734896feca0>
    - Main Office: <https://api2.enscape3d.com/v3/view/7cfc1821-771e-40f7-91f7-439704db035d>
    - Main Entry – Interior: <https://api2.enscape3d.com/v3/view/3ef4589b-24f5-4d25-ac9c-a76ad3cf0b59>
    - Cafeteria: <https://api2.enscape3d.com/v3/view/cba1063a-bc96-425b-a051-ed5d974049c4>
    - Gymnasium: <https://api2.enscape3d.com/v3/view/ab0b5eaa-88c0-4c66-a46f-3dee4362864a>
    - Media Center: <https://api2.enscape3d.com/v3/view/6e90d288-fc6c-46e3-b71d-ff3c74ef7838>
    - Classroom: <https://api2.enscape3d.com/v3/view/15b21acc-6a13-41f9-807b-1dd02454f4a5>
    - Music Room: <https://api2.enscape3d.com/v3/view/81df8eb7-064c-45c1-8e2e-c3f3d4facc3f>
    - Setting window frames, glass to follow
    - Exterior paint is progressing and will be done prior to Nov. 10
    - Framing is starting for the main floor
    - Building the retention pond for roof drainage next week

- Air will be craned in next week
- BL
  - Precon ongoing,
  - Filling dumpsters
  - Construction trailer to move soon
- WW
  - Driveway is complete, sidewalks to be formed next week
  - Crane to set RTU's on Friday
  - Drywall is mostly hung, all classrooms complete,
  - Classroom technology is starting to be installed
  - Fire alarms and emergency lighting is being installed
  - Ceiling grid is complete in 75% of classrooms, hallways
  - Interior glass and door frames to be completed this week
  - 75% of casework is onsite, 2nd delivery in 2-3 weeks

### **October 9, 2023**

- BL
  - Site logistics continuing, electrician onsite for switch gear placement
  - Asbestos report returned, along with abatement bid, favorable bid number
- WW
  - Pavement work is continuing, forming up a pour Wednesday
  - Ceiling grid and lighting install continues on
  - Roof top units are being installed, startups 10/20
  - Office area near completed for framing and drywall work
  - LVT being installed in the 4th-6th grade areas
- MB
  - Several more subcontractors on site, electrical, roofing, plumbing, iron workers, concrete workers and masons are all working. Glaziers are to follow once painting is complete
  - 2nd floor is poured
  - Receiving area walls are complete
  - Roofing of academic wing is continuing
  - Topping out ceremony 10/11
- SY

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

### **September 21, 2023**

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

### **September 11, 2023**

- ME
  - Punch list items nearly complete, building is nearly complete, waiting on a countertop and a couple of built in teacher desks
- BL
  - Working on site logistics and impending move, dates reserved for move over Thanksgiving, Nov. 21, 22 and 25
  - Building Permit approved

- WW
  - Patching in parking lot and main stair commencing
  - Curbs for the rooftop units are being set this week
  - Ceiling grid install is progressing, painting is complete in the former primary wing
  - Rough in's complete in almost all RR
  - Preparing to shift from old Electrical gear to new wiring next week
  - Window replacement is starting
- MB
  - Tie in's for the walls and decking is complete for  $\frac{2}{3}$  of the building, work to finish above the tornado shelter.
  - Gym and music room roof is complete,
  - Beginning to form up the 2nd floor for pouring
  - Asbestos contractors on site last week, preparing a plan for safe demo of the building this summer.
  - Paint has been applied on a test panel.
- RHS
  - Softball field and main building is up and operational.
  - Lighting programming is nearing completion,
  - Work to pick upon the baseball side over the next month and a half.

### **August 31, 2023**

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

- Painting and some tile work is happening in the primary area
- BL
  - Beginning the plan for mobilization and site planning (trailer location)

### **August 17, 2023**

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

### **August 3, 2023**

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

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

## **July 22, 2023**

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

- Ceiling pads
    - Painting
  - Driveway pour is complete, parking lot work continuing
  - Move in set for July 24-26
  - Onsite tour for Meadows staff on 7/21
- WW
  - Demolition near complete
  - West half of driveway to be demoed and repoured before August 10
- MB
  - More walls have been erected,
  - Utility work complete, 93rd N. bound is reopened. Two pours left on S. bound 93rd
- KW
  - HVAC units are mostly up and running,
  - Custodians have been onsite this week working on cleaning classrooms
  - Fire sprinkler system nearly complete
  - Work continuing on repouring front drive and exit from the parking lot
- RMS
  - HVAC units are in varying degrees of installation and completion. Much work needs to be done to get the building up to 100% climate controlled by 8/10, several crews including plumbers, electricians and tanners are on site working on installation,
  - Building is currently comfortable, and gets somewhat more cool with each new unit installed.
- RHS
  - Softball field turf is due to be installed in August.
  - Back driveway has been mostly poured, more work to come on the approach and the parking stalls
  - Field should be accessible for play, but the surrounding areas around the RR/Concession stand/Pressbox may not be ready for opening, this
    - may require the season starting at Crown/Wager until the site is safe enough for players and fans.
- Misc
  - CM@R selection process should be completed by 7/24, finalists are Weitz and Boyd Jones
  - 2nd Tranche of bonds are sold, we came out pretty good as there was a bidding war on some of our bonds. Interest rates are higher, but are much lower than we estimated at the outset of the project.

## July 10, 2023

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

## June 19, 2023

- Meadows
  - Driveway work is progressing, demo and grading near complete
  - Most drywall work is complete, most priming of walls is ongoing, some rooms have received first coat of paint
  - Ceiling grids are in various stages of completion, some flooring has taken been installed
  - After July 4, some Boxlights will begin to be installed
  - Lighting complete in some rooms
  - Additional concrete tear out and replace to be added to the scope of work

- Preliminary date for movers has been established for July 24-26.
- WW
  - Gas and water shut off, electrical has been made safe
  - VAV's are installed in the primary wing
  - Saw cuts for new sewer lines are scheduled for next week
  - West half of driveway to be replaced by 8/10
  - Meeting w/ First Student on WW transportation plan
  -
- MB
  - Utility work is continuing underground, some locations will be repoured soon
  - East side walls to be poured over the next two weeks, bricks are being installed
  - Floor is completely poured on the academic wing,
  - South gym walls are also to be poured.
  - Beginning to work on logistics of old building demolition
- KW
  - Timeline is tracking for drywall and ceiling completion,
  - HVAC is a concern at this time, meeting held 6/20
  - Front driveway loop is being replaced
  - Roofing project to conclude in the next week
  - Additional concrete replacement to be added to scope of work
- RHS
  - Building is in the punch list phase,
  - Grading and rock continues to be installed
  - Dugouts are poured for both fields
  - Scoreboards have been installed
- BL
  - GMP has been approved, subcontractors are being scheduled for the project
- RMS
  - HVAC work continuing, meeting w/ contractor 6/20
- Bay Meadows
  - Work began Friday 6/16, to be completed 6/23

### **May 22, 2023**

- Met w/ Scott Keene, updated 2nd bond resolution
- Met w/ KW roof contractor McKinnis roofing, project to start 2nd week of June
- BB/SB project update, concession stand is near completion, driveway tearout is beginning
- Finalizing BL plan for bid submission

- Met w/ CM@R candidate(s) regarding scope of phase 2
- Technology demo meeting at KW
- WW to move 5/23-5/25

### **May 5, 2023**

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

### **April 24, 2023**

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

### **April 3, 2023**

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

**March 20, 2023**

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

**March 6, 2023**

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

**February 20, 2023**

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

**February 6, 2023**

- Continued work at MB to dry out/thaw out ground for lower level pour, lower level to be complete by Wednesday
- Light bases and light pole installation occurring at RHS
- KW pre-bid walkthrough on Tuesday
- BL initial plans are available
- Meadows, continuing to prepare for move in April. Boxes are on site, staff is slowly packing, additional dumpster to be on site
- Met on HVAC control system for WW

- WW GMP completed
- Meeting held on RHS HVAC project
- Bid opening for cameras completed, Prime is lowest bidder
- KW page turn completed
- Presentation to KW staff on building project
- Met on Bay Meadows Park project with engineer and contractor
- Shared Blumfield initial plan with Principal
- Met on dugout change order for RHS
- Meeting w/ Scott Keene on bonds
- Flythrough for WW will be ready this week
- 

### **January 17, 2023**

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

### **January 9, 2022**

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

### **December 12, 2022**

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

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

#### **November 21, 2022**

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

#### **November 14, 2022**

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

#### **October 31, 2022**

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

#### **October 17, 2022**

- Demolition and excavation work started on Baseball/Softball field project,

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

### **October 3, 2022**

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

### **September 26, 2022**

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

### **September 19, 2022**

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

### **September 5, 2022**

- Conducted initial presentation of Meadows GMP w/ Weitz and BCDM
- Page Turn for Meadows completed
- Met w/ Civil Engineer and Nemaha Construction to Value Engineer existing BA/SB bid
- HVAC controls meeting w/ Alvine Engineering and Facility Advocates

- Rebar plans to be approved and delivered to MB this week,
- 2nd contractor contacted for KW foundation project.

#### **August 29, 2022**

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

#### **August 22, 2022**

- Presented initial building plans to BL staff

#### **August 15, 2022**

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

#### **August 8, 2022**

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

#### **August 1, 2022**

- Geopier installation to begin next week
- Page turn on BB/SB fields

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

### **July 18, 2022**

- Excavation work near completion MB
- Met w/ Weitz/BCDM on subcontractor bids for MB construction, near finalization and GMP
- MB virtual walkthrough uploaded
- Construction meeting, advancing Meadows design
- HVAC bids collected 7/21 for KW and RMS

### **July 5, 2022**

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

### **June 27, 2022**

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

### **June 20, 2022**

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

**June 13, 2022**

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

**June 6, 2022**

- Technology presentation, Promethean Boards
- Secured quotes for Builder's Risk Insurance for MB project
- Technology design follow up for MB 6/3 BCDM
- Received approval for storm water permit from City of Omaha

**May 23, 2022**

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

**May 16, 2022**

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

**May 9, 2022**

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

**May 2, 2022**

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

**April 25, 2022**

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

#### **April 18, 2022**

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

#### **April 11, 2022**

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

#### **April 4, 2022**

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

#### **March 28, 2022**

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

#### **March 21, 2022**

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

#### **March 14, 2022**

- Sub contractor to begin tree removal at MB 3/15

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

### **March 7, 2022**

- Ball Field meeting
- MB site visit w/ Weitz
- Planning for tree removal, construction trailers and construction parking
- Offer of 3.75% accepted by Weitz Construction, contract to be presented to the BOE

### **February 28, 2022**

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

### **February 21, 2022**

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

### **February 14, 2022**

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

### **February 7, 2022**

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

### **January 27, 2022**

- CM@R firms ranked Weitz #1, Boyd Jones #2
- Process of adjusting CM@R contract to meet RPS requirements
- Jan. 25th met w/ Coady Pruett, attorney and Pat Carson, architect to finish initial contract offering to Weitz
- Jan. 14, met w/ Judy Kyle and Pat Carson to review design of kitchen at MB and Meadows

### **January 10, 2022**

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

### **December 20th**

- Collection of bid proposals from interested CM@R contract Dec 22

- Instructions for selection committee Dec. 22
- Ranking committee to meet and discuss Dec. 30
- Boards moved to ME/WW - demoed through 1/18 - boards will stay at ME/WW thru 2/4

### **December 13th**

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

### **December 6th**

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

### **November 29th**

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

### **November 22nd**

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

### **November 15th**

- Met w/ Public Trust advisors liquid asset fund
- Met on Ball fields w/Lamp/Rynearson/BCDM
- Met w/ Alvines on HVAC control systems
- Met w/ School Specialty on camera systems

- Met w/MCL Construction
- Met w/ Boyd Jones CM@R

### **November 8th**

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

### **October 28, 2021**

Since the Bond Passed...

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

- Communicated with principals which staff we are looking to have help us try out the machines, waiting for devices to arrive, then planning to communicate with staff requesting pilot

**RALSTON PUBLIC SCHOOLS  
FINANCIAL REPORT TO THE BOARD OF EDUCATION  
POOLED CASH - BANK RECONCILIATION  
March 31, 2024**

	02/29/2024 Thru 03/31/2024	02/28/2023 Thru 3/31/2023
Book Balance - Beginning of month	\$3,674,575.58	\$4,087,935.20
Total Receipts	\$7,813,099.23	\$3,785,409.38
Monthly Disbursements	<u>(3,880,227.95)</u>	<u>(3,505,406.23)</u>
Reconciled Book Balance - End of Month	<b>\$7,607,446.86</b>	<b>\$4,367,938.35</b>
Building fund loan	\$0.00	\$0.00
Depreciation fund loan	\$0.00	\$0.00
Transfer to Dépreciation	\$0.00	\$0.00
Actual Book Balance - End of Month	<b>\$7,607,446.86</b>	<b>\$4,367,938.35</b>
Bank Balance -Beginning of month	\$4,244,316.37	\$4,605,908.60
Deposits	\$6,995,602.04	\$3,952,418.50
Interest	<u>911.36</u>	<u>939.85</u>
Total Receipts	6,996,513.40	3,953,358.35
Total Warrants	<u>(3,898,599.37)</u>	<u>(3,418,076.17)</u>
Bank Balance - End of month	7,342,230.40	5,141,190.78
Outstanding deposits	821,585.83	0.00
Bank clearing error	(48.04)	(48.04)
Less Outstanding Checks/Wires	<u>(556,321.33)</u>	<u>(773,204.39)</u>
Reconciled Bank Balance - End of month	<b>\$7,607,446.86</b>	<b>\$4,367,938.35</b>

March

Percent of Year Completed

58.3%

RECEIPTS

ACCOUNT	ANTICIPATED	M-T-D RECEIVED 2023-24	Y-T-D RECEIVED 2023-24	Y-T-D RECEIVED 2022-23	Year To Date %Received	
					2023-24	2022-23
Local District Taxes	\$20,978,518	\$1,187,825.67	\$5,722,765.20	\$6,039,045	27.3%	28.7%
Pro-Rata Motor Vehicle Tax	\$45,000	\$0.00	\$15,462.30	\$11,629	34.4%	36.3%
Motor Vehicle Tax	\$3,796,100	\$404,147.37	\$2,091,541.22	\$2,202,222	55.1%	66.7%
Homestead Exemption Tax	\$550,000	\$106,011.36	\$106,011.36	\$93,978	19.3%	22.4%
Tuition from Individuals	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
Tuition (Other Dist)	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
Interest on Investments	\$30,000	\$911.36	\$10,484.52	\$11,326	34.9%	75.5%
Local License/Police Court	\$30,000	\$855.58	\$21,997.95	\$17,877	73.3%	59.6%
Other Local Revenue	\$1,500	\$0.00	\$617.65	\$0	41.2%	0.0%
County Fines & Licenses	\$70,000	\$7,934.67	\$44,662.75	\$38,183	63.8%	584.5%
State Aid	\$9,687,575	\$968,758.00	\$5,812,548.00	\$6,458,862	60.0%	60.6%
Spec Ed Programs	\$4,188,093	\$593,770.08	\$2,347,178.35	\$1,277,156	56.0%	60.8%
Special Ed Transportation	\$240,000	\$0.00	\$0.00	\$0	0.0%	0.0%
State Apportionment	\$435,000	\$0.00	\$569,715.23	\$554,881	131.0%	149.1%
Public Power Dist Sales Tax	\$3,950,000	\$0.00	\$359.61	\$360	0.0%	0.0%
Cash Reserve	\$0	\$0.00	\$0.00	\$0	0.0%	0.0%
<b>TOTAL</b>	<b>\$44,001,786</b>	<b>\$3,270,214.09</b>	<b>\$16,743,344.14</b>	<b>\$16,705,517.68</b>	<b>38.1%</b>	<b>39.9%</b>

DISBURSEMENTS

CATEGORY	BUDGET	M-T-D DISBURSED 2023-24	Y-T-D DISBURSED 2023-24	Y-T-D DISBURSED 2022-23	Year To Date % Disbursed	
					2023-24	2022-23
Instructional Services	\$22,885,330	\$1,778,505.29	\$12,152,518.37	\$11,737,239	53.1%	54.1%
<b>Support Services</b>						
Special Education	\$6,576,529	\$543,772.86	\$3,596,573.52	\$3,374,550	54.7%	53.6%
Pupil Services	\$1,442,856	\$119,519.71	\$860,488.39	\$831,813	59.6%	59.2%
Staff Services	\$2,625,844	\$186,790.02	\$1,430,382.06	\$1,188,933	54.5%	50.3%
General Administration	\$1,024,545	\$66,186.35	\$497,841.74	\$547,506	48.6%	51.0%
School Administration	\$2,533,986	\$205,922.90	\$1,460,882.68	\$1,500,163	57.7%	61.3%
Business	\$831,301	\$42,303.44	\$328,563.39	\$387,717	39.5%	47.1%
Operation of Plant	\$3,493,176	\$271,129.90	\$1,865,759.73	\$1,857,365	53.4%	55.5%
Maintenance of Plant	\$1,118,590	\$57,460.85	\$520,548.89	\$616,068	46.5%	57.3%
Pupil Transportation	\$1,469,629	\$142,402.23	\$872,064.65	\$889,725	59.3%	65.1%
<b>TOTAL</b>	<b>\$44,001,786</b>	<b>\$3,413,993.55</b>	<b>\$23,585,623.42</b>	<b>\$22,931,079.03</b>	<b>53.6%</b>	<b>54.8%</b>
<b>REVENUE OVER EXPENSE</b>	<b>\$0</b>	<b>(\$143,779)</b>	<b>(\$6,842,279)</b>	<b>(\$6,225,561)</b>	<b>-15.6%</b>	<b>-14.9%</b>

**Ralston Schools Building Fund**  
Mar-24

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Feb	Mar	Mar	Mar
BUILDING FUND	\$2,686,388.09	\$61,107.35	(2,495,352.28)	\$252,143.16
NSDLAF	\$46,201,789.25	\$196,634.62	-	\$46,398,423.87
<b>TOTAL</b>	<b>\$48,888,177.34</b>	<b>\$257,741.97</b>	<b>(2,495,352.28)</b>	<b>\$46,650,567.03</b>

**RALSTON SCHOOLS BOND FUND**  
Mar-24

FUND NAME	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Feb	Mar	Mar	Mar
BOND FUND	\$3,548,662.04	237,689.14	-	\$3,786,351.18
INVESTED -US Treas Bills	-	-	-	\$0.00
<b>TOTAL</b>	<b>\$3,548,662.04</b>	<b>\$237,689.14</b>	<b>-</b>	<b>\$3,786,351.18</b>

**LUNCH PROGRAM INCOME STATEMENT**  
Mar-24

	Mar-24	2023-24 YTD
<b>Revenues:</b>		
Lunch program	\$271,446.24	\$580,228.12
Federal funding	0.00	\$749,844.18
Catering income	8,697.41	\$33,185.97
Interest	955.84	\$6,002.12
Grants	0.00	\$3,113.45
<b>Total Revenues</b>	<b>\$281,099.49</b>	<b>\$1,372,373.84</b>
<b>Expenses:</b>		
Salaries	\$95,782.67	\$606,326.94
Supplies	4,555.81	\$815,485.77
Repairs/Equip	0.00	\$0.00
Miscellaneous	0.00	\$3,139.44
<b>Total Expenses</b>	<b>\$100,338.48</b>	<b>\$1,424,952.15</b>
<b>Net Income (Loss)</b>	<b>\$180,761.01</b>	<b>(\$52,578.31)</b>

**Ralston Schools Quality Capital Purpose Undertaking Fund**  
**Mar-24**

<b>FUND NAME</b>	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Feb	Mar	Mar	Mar
QCPU FUND	\$ 359.70	\$ -	\$ (14.89)	\$ 344.81
QCPUF BOND FUND	\$ 1,653.34	\$ -	\$ -	\$ 1,653.34
<b>TOTAL</b>	<b>\$ 2,013.04</b>	<b>\$ -</b>	<b>\$ (14.89)</b>	<b>\$ 1,998.15</b>

**Ralston Schools Depreciation Fund**  
**Mar-24**

<b>FUND NAME</b>	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Feb	Mar	Mar	Mar
Depreciation Fund	\$ 3,405,630.51	\$ 675.46	\$ (13,303.68)	\$ 3,393,002.29
<b>TOTAL</b>	<b>\$3,405,630.51</b>	<b>\$675.46</b>	<b>(\$13,303.68)</b>	<b>\$3,393,002.29</b>

**RALSTON SCHOOLS ELEMENTARY ACTIVITY FUNDS**

31-Mar-24

FUND NAMES	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Feb	Mar	Mar	Mar
ACTIVITY FUND/BLUMFIELD	4,764.18	642.00	593.32	\$4,812.86
ACTIVITY FUND/KAREN WESTERN	836.53	0.00	66.96	\$769.57
ACTIVITY FUND/MEADOWS	5,557.36	0.00	522.84	\$5,034.52
ACTIVITY FUND/MOCKINGBIRD	492.66	230.38	752.90	(\$29.86)
ACTIVITY FUND/SEYMOUR	11,300.30	1,778.41	3,194.00	\$9,884.71
ACTIVITY FUND/WILDEWOOD	855.16	1,537.37	0.00	\$2,392.53
ACTIVITY FUND/OFFICE	16,604.10	(176.30)	0.00	\$16,427.80
ACTIVITY FUND/DEPRECIATION	8,017.37	0.00	0.00	\$8,017.37
INSTRUMENT RENTAL	20.70	0.00	0.00	\$20.70
ACTIVITY FUND/HILLCREST	326.85	0.00	0.00	\$326.85
ACTIVITY FUND/Middle School	42,399.81	4,204.05	3,686.84	\$42,917.02
ACTIVITY FUND/PARKING LOT	6,660.00	0.00	0.00	\$6,660.00
HIGH SCHOOL STUDENT FEES	(5,430.16)	0.00	5,000.00	(\$10,430.16)
MS STUDENT FEES	50.00	0.00	0.00	\$50.00
<b>TOTAL</b>	<b>\$92,454.86</b>	<b>\$8,215.91</b>	<b>\$13,816.86</b>	<b>\$86,853.91</b>
BANK BALANCE	\$95,389.87			
PLUS OUTSTANDING DEPOSITS	\$0.00			
LESS OUTSTANDING CHECKS	(\$8,535.96)			
<b>TOTAL</b>	<b>\$86,853.91</b>			

**RALSTON HIGH SCHOOL ACTIVITY FUND**

31-Mar-24

FUND NAME'S	BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
	Feb	Mar	Mar	Mar
HIGH SCHOOL	245,603.84	38,349.78	(67,967.07)	215,986.55
<b>TOTAL</b>	<b>\$245,603.84</b>	<b>38,349.78</b>	<b>(67,967.07)</b>	<b>\$215,986.55</b>
Dayspring Bank Balance	\$ 244,760.90			
Outstanding Checks	\$ (28,774.35)			
Bank clearing error	\$ -			
<b>TOTAL</b>	<b>\$ 215,986.55</b>			



# 2024 Legislative Session\*

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

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

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

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

## Federal & State Holidays

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

## Legislative Recess Days

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

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

# 2023 ADVOCACY HANDBOOK

FOR THE 2023 LEGISLATIVE SESSION

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

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

LEADERSHIP

INNOVATION

VISION

ENGAGEMENT

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



# WELCOME - YOUR ROLE

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## 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](http://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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## 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](mailto:ccoash@NASBOnline.org)

Matt Belka - Director of Marketing, Communications & Advocacy - [mbelka@NASBOnline.org](mailto:mbelka@NASBOnline.org)

John Spatz - Executive Director - [jspatz@NASBOnline.org](mailto:jspatz@NASBOnline.org)

Lindsey Wooton - Administrative Specialist - [lwooton@NASBOnline.org](mailto:lwooton@NASBOnline.org)



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Nebraska Legislature: [www.nebraskalegislature.gov](http://www.nebraskalegislature.gov)

Senators Web Pages: [www.nebraskalegislature.gov/senators](http://www.nebraskalegislature.gov/senators)

# YOUR 2023-24 STATE SENATORS

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Sen. Julie Slama  
District 1  
Dunbar



Sen. Robert Clements  
District 2  
Elmwood



Sen. Carol Blood  
District 3  
Bellevue



Sen. Brad von Gillern  
District 4  
Elkhorn



Sen. Mike McDonnell  
District 5  
Omaha



Sen. Machaela Cavanaugh  
District 6  
Omaha



Sen. Tony Vargas  
District 7  
Omaha



Sen. Megan Hunt  
District 8  
Omaha



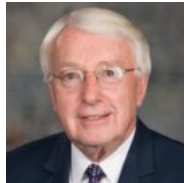
Sen. John Cavanaugh  
District 9  
Omaha



Sen. Wendy DeBoer  
District 10  
Omaha



Sen. Terrell McKinney  
District 11  
Omaha



Sen. Merv Riepe  
District 12  
Ralston



Sen. Justin Wayne  
District 13  
Omaha



Sen. John Arch  
District 14  
Papillion



Sen. Lynne Walz  
District 15  
Fremont



Sen. Ben Hansen  
District 16  
Blair



Sen. Joni Albrecht  
District 17  
Thurston



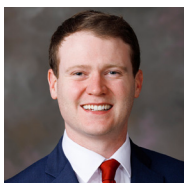
Sen. Christy Armendariz  
District 18  
Omaha



Sen. Robert Dover  
District 19  
Norfolk



Sen. John Fredrickson  
District 20  
Omaha



Beau Ballard  
District 21  
Lincoln



Sen. Mike Moser  
District 22  
Columbus



Sen. Bruce Bostelman  
District 23  
Brainard



Sen. Jana Hughes  
District 24  
Seward



Sen. Suzanne Geist  
District 25  
Lincoln

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Sen. George Dungan  
District 26  
Lincoln



Sen. Anna Wishart  
District 27  
Lincoln



Sen. Jane Raybould  
District 28  
Lincoln



Sen. Eliot Bostar  
District 29  
Lincoln



Sen. Myron Dorn  
District 30  
Adams



Sen. Kathleen Kauth  
District 31  
Omaha



Sen. Tom Brandt  
District 32  
Plymouth



Sen. Steve Halloran  
District 33  
Hastings



Sen. Loren Lippincott  
District 34  
Central City



Sen. Raymond Aguilar  
District 35  
Grand Island



Sen. Rick Holdcroft  
District 36  
Bellevue



Sen. John Lowe  
District 37  
Kearney



Sen. Dave Murman  
District 38  
Glenvil



Sen. Lou Ann Linehan  
District 39  
Elkhorn



Sen. Barry DeKay  
District 40  
Niobrara



Sen. Tom Briese  
District 41  
Albion



Sen. Mike Jacobson  
District 42  
North Platte



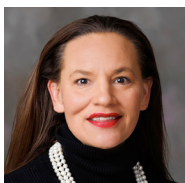
Sen. Tom Brewer  
District 43  
Gordon



Sen. Teresa Ibach  
District 44  
Sumner



Sen. Rita Sanders  
District 45  
Bellevue



Sen. Danielle Conrad  
District 46  
Lincoln



Sen. Steve Erdman  
District 47  
Bayard



Sen. Brian Hardin  
District 48  
Gering



Sen. Jen Day  
District 49  
Gretna



Gov. Jim Pillen

# YOUR 2023 NASB LEGISLATION COMMITTEE

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



Kim Burry  
NASB President  
Bayard



Stacy Jolley  
NASB Vice President  
Millard



Member 1  
Spencer Head  
Omaha



Member 2  
Jane Erdenberger  
Omaha



Member 3  
Bob Rauner  
Lincoln



Member 4  
Kathy Danek  
Lincoln



Member 5  
Sarah Centineo  
Bellevue



Member 6  
Beth Morrisette  
Westside



Member 7  
Suzanne Sapp  
Ashland-Greenwood



Member 8  
Amanda McGill Johnson  
Millard



Member 9  
Drew Blessing  
Kearney



Member 10  
Marla Grier  
South Sioux City



Member 11  
Doug Keener  
Mitchell



Member 12  
Ryne Seaman  
Seward



Member 13  
Steve Blocher  
West Point



Member 14  
Jim Vlach  
Lyons-Decatur



Member 15  
Brian Quackenbush  
Tri County



Member 16  
Judy Thompson  
ESU 16



Appointed Member  
Lisa Albers  
Grand Island



Appointed Member  
Skip Altig  
North Platte



Appointed Member  
Brian Copsy  
Gering



Appointed Member  
Kyle Fisher  
Springfield Platteview



Appointed Member  
Steve Koch  
Hershey



Appointed Member  
Stephanie Summers  
David City



Appointed Member  
Lisa Wagner  
Central City



Appointed Member  
Brad Wilkins  
Ainsworth

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

# NASB POSITIONS ENCLOSED

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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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324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

## 108<sup>TH</sup> LEGISLATURE, 1<sup>ST</sup> SESSION

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

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

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### CREATING A VISION FOR NEBRASKA'S FUTURE

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

### EDUCATION PROGRAM OPPORTUNITIES

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

### EXPAND USE OF QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

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

### HEALTHY CULTURES & RESILIENCY IN SCHOOLS

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

### MENTAL & BEHAVIORAL HEALTH

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

### SUPPORT OF EARLY CHILDHOOD PROGRAMS IN THE COMMUNITY

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

### SUPPORT THE COLLECTION AND USE OF RELEVANT DATA

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

### UPDATING NOTICE REQUIREMENTS

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

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... AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 5, 2022  
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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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## 108<sup>TH</sup> LEGISLATURE, 1<sup>ST</sup> SESSION

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

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

### S-38 — FUNDING OF MANDATED PROGRAMS

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

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

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

### S-40 — GENERAL FUND RESERVE LIMIT EXCEPTION

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

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

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

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

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

### S-43 — LEGISLATION IMPLEMENTATION

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

### S-44 — LEGISLATIVE REVIEW OF STATUTORY DEADLINES

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

### S-45 — PROPERTY TAX REFORM/RELIEF

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

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

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

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

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

### S-48 — SPECIAL BUILDING FUND TAX LEVY EXCLUSION

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

### S-49 — STATE FUNDING SYSTEM

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

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

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## 108<sup>TH</sup> LEGISLATURE, 1<sup>ST</sup> SESSION

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

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

### S-51 — VOUCHERS AND TAX CREDITS

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

## GOVERNANCE & STRUCTURE

### S-52 — ACCOUNTABILITY

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

### S-53 — ALLIED SCHOOLS

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

### S-54 — AMEND OPEN MEETINGS ACT FOR EVALUATIONS

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

### S-55 — AUTHORITY OF SCHOOL BOARDS

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

### S-56 — CHARTER SCHOOLS

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

### S-57 — DUTIES OF SCHOOLS

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

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

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

### S-59 — EDUCATIONAL SERVICE UNIT GOVERNANCE

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

### S-60 — EDUCATIONAL SERVICE UNIT REORGANIZATION

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

### S-61 — INTERACTIVE REMOTE COMMUNICATION TECHNOLOGY (TELEVIDEO)

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

### S-62 — ORGANIZATION

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

### S-63 — PERSONAL LIABILITY

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

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## 108<sup>TH</sup> LEGISLATURE, 1<sup>ST</sup> 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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## 108<sup>TH</sup> LEGISLATURE, 1<sup>ST</sup> SESSION

### S-79 — CHOICE AND AFFILIATION

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

### S-80 — CONSTITUTIONAL RIGHTS & RESPONSIBILITIES

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

### S-81 — CORPORATE SPONSORSHIPS IN SCHOOLS

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

### S-82 — EDUCATIONAL SERVICE UNITS

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

### S-83 — GUIDING THE P-16 EFFORT: 21<sup>ST</sup> CENTURY SKILLS

NASB urges state and local policymakers to forge a new working relationship in redesigning Nebraska's public education system for the 21<sup>st</sup> 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*

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

# NASB BOARD QUICKS

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



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

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

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



60<sup>th</sup> and final day of the 2024 Legislative Session - April 18

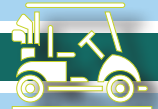
Legislative Proposals for 2025 can be submitted at any time between now and July 1 at <https://members.nasbonline.org/government-relations/legislative-proposals>



NASB Leadership Workshop - June 5-6 - Lincoln

NASB Member Golf Outing - June 12 - Kearney

School Leaders & Law Conference - June 12-13 - Kearney



Board Candidate Workshops - July 9, 10, 11, 16  
Ogallala - Hastings - Ord - Milford

ALICAP Summer Workshop - July 10, 11, 12  
Gering - Kearney - Lincoln

Continued on Page 2



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# NASB BOARD QUICKS

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



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## Area Membership Meetings - August & September



North Platte, Gering, Valentine, Kearney, York, Norfolk, Nebraska City, Omaha & Fremont



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# Ralston High School: SIOP March 8, 2024 PD

## Respondents

91

Total Number

We are looking for more RPS SIOP experts to help plan and deliver district level SIOP PD. Would you be interested in serving in this role?

1 Blumfield

0 Mockingbird

0 RMS

1 Karen Western

0 Seymour

1 RHS

0 Meadows

3 Wildewood

0 CO

The survey responses from 91 teachers who participated in a SIOP professional learning series this year reveal a positive impact on their instructional practices. Here's a breakdown of the key takeaways from their responses when asked, **"In what ways has this year's focus on SIOP impacted your instruction?"**

### Increased Awareness and Reflection

- Many teachers mentioned being reminded of best practices and the importance of differentiation for all learners. Mentions of it being a good "refresher."
- The series prompted them to reflect on their teaching methods and consider how to make them more accessible.

#### Sample of Responses

*"This helped me understand that each student learn at different levels and how to assist them differently. Thank you"*

*"It has reminded me and made me more aware of how I can make content I am teaching more accessible to all of my students."*

### New Strategies and Techniques

- Teachers reported gaining new strategies for vocabulary instruction, using visuals, scaffolding learning, and differentiating instruction.
- Some highlighted the usefulness of graphic organizers and other planning materials provided during the series.

*"It gave me techniques to help reach all of the learners in my classroom."*

*"I have been more intentional about utilizing visual supports especially during our Knowledge Units."*

### Improved Support for EL Students

- A significant portion of the responses focused on how the series helped them better support English language learners (ELs) in their classrooms.
- This included strategies for making content comprehensible, providing additional support, and differentiating instruction specifically for EL needs.

*"SIOP has helped me focus on clear vocabulary instruction and using visuals to help build understanding."*

*"Working with the EL students in my class and challenging them!"*

*"I am in the EL cohort and have utilized many of the examples you have given me."*

### Overall Impact

The teachers reported feeling more confident and equipped to reach all their students, not just ELs.

Many mentioned incorporating the learned strategies into their lesson planning and delivery.

Some even undertook a complete revision of lessons for better engagement and accessibility.

### Notes:

- Collaboration with colleagues and sharing of ideas also emerged as a positive outcome for some participants.
- While the feedback was generally positive, a couple of teachers expressed a desire for more guidance on implementing the learned strategies in the classroom.



## What PD do you need next year to enhance your SIOP instructional strategies? (If you could design SIOP PD, what would it look like? What would you want to focus on?)

### Response Themes

- **Application:** Teachers expressed a strong need for help applying SIOP strategies to their specific lessons, curriculum (especially CKLA), and grade levels. They requested time for collaboration, planning, and creating materials.
- **Time:** A recurring theme was the lack of time for teachers to plan and implement SIOP strategies within their busy schedules.
- **Differentiation:** Teachers desired more focus on differentiating instruction for EL students across various age groups.
- **Assessment:** There was an interest in incorporating SIOP best practices for assessing EL students, particularly for CKLA assessments.
- **Engagement:** Some teachers requested more engaging strategies and activities for their students.
- **Content Specificity:** There were requests for more in-depth training specific to different content areas beyond ELA.
- **Resources:** Teachers appreciated resources like "make and take" activities and templates but requested more classroom-ready materials.
- **Collaboration:** Many teachers valued opportunities to collaborate with colleagues and grade-level teams.
- **Pacing:** Some felt there were too many topics covered at once and suggested focusing on fewer topics with more time for practice.
- **Newcomers:** A few teachers requested specific training for working with newcomer students.
- **Uncertainty:** Approximately 21 responses were unsure of what they wanted, needed, or thought.

### Content Ideas for Next Year's PD

- **Focus on application:** Provide opportunities for teachers to work on their own lesson plans, curriculum (CKLA), and grade-level materials, integrating SIOP strategies.
- **Differentiation strategies:** Offer training on differentiating instruction for EL students across various age groups.
- **Assessment practices:** Include sessions on best practices for assessing EL students using SIOP principles, with a focus on CKLA assessments.
- **Engagement strategies:** Dedicate time to exploring creative and engaging activities that support SIOP implementation.
- **Content-specific sessions:** Offer workshops focused on specific content areas (beyond ELA) to provide teachers with relevant strategies.
- **Curated resources:** Develop a collection of classroom-ready resources, templates, and "make and take" activities aligned with SIOP.

*"Allowing more time to brainstorm ideas for how to specifically use this in my own classroom on specific lessons and with specific groups of students."*

*"I would want to focus more on differentiation."  
"More ways to support younger students specifically k-2. Maybe breaking it up by grade bands?"*

*"For this level, I think the most important thing would be time to make modifications to CKLA Assessments to match what we have learned are best practice for EL students."*

*"Maybe more creative and unique strategies that could be used in light of differentiation."  
"Engagement strategies"*

*"I would like in depth training based on different content areas. It feels very ELA heavy with what we are learning now."  
"Specific suggestions for CKLA and Everyday Mathematics."*

*"More classroom ready resources that can be put in place right away."  
"The make and take links are amazing resources."*

### Design and Facilitation Ideas

- **Workshop style:** Create workshops where teachers can bring existing lesson plans, collaborate with colleagues, and adapt them to incorporate SIOP strategies.
- **Grade level collaboration**
- **Hands-on activities**
- **Content area specific examples**
- **Blended learning**
- **Expert guidance**
- **Shorter, focused sessions**
- **Address time constraints**
- **Consider online options**
- **Ongoing support**

- **More time**
- **More hands-on**
- **More application**
- **More options**
- **More in-depth**
- **More strategies**
- **More implementation**



## Anything else you would like us to know?

- "As we continue to support the growth of teachers using the SIOP model, it is important to differentiate the lessons based on teachers' levels of expertise and knowledge so that the teachers who have received more training are not being retaught the same things but rather are given more opportunities to deepen their current knowledge. "
- "How is this program is going to help with ACT scores by slowing down learning and not pushing complex thinking?"
- "I enjoyed these trainings because I felt like I actually learned some helpful tips and tricks with teaching. However, there is so much information given to us, it's hard to remember what we go over. It would be nice if we could have some time in a session to break out with our respective departments to brainstorm how to apply these methods to our lessons and classrooms. Sometimes I feel like I come out of these trainings a little overwhelmed and then I forget what was talked about and we don't actually implement what was reviewed. I was talking with a colleague and we even discussed having a boot camp week in the summer or spending a day on one SIOP lesson or actually applying some of these things and giving us time to work on it. "
- "I feel like we are moving in the wrong direction and not preparing students for challenging activities/content by providing handicaps. As well as the material is basic teaching concepts that most practice"
- "I think it is a good idea in the future to differentiate for each teachers need relative to SIOP."
  
- "I marked no on the previous question simply because I would like time to settle into my new EL role at RHS before presenting a PD sessions. It's not a "not ever" response, just "not right now". :-) Thanks for all of your time and work this year!"
- "I would be HAPPY to help assist in SIOP; however, I think it would be more helpful to build capacity in other staff members more than myself. If no one else would be willing, I definitely would be. I just think there would be a stronger"
  
- "Great job! "
- "Great job! Thank you so much for sharing your expertise!"
- "Great resources and thank you for all of the work you put into this!"
- "Great work"
- "I really appreciate that you made it through all your slides and covered all materials in the time given. "
- "Thank you for all of your work in creating these sessions and providing these resources for us. I have found them useful working with teachers at different points this year!"
- "Thank you!"
- "Thanks for all of your efforts this year. This was highly informative. :)"
- "Thanks for all of your hard work!"
- "Thanks for your time with these presentations. It is appreciated. "
- "Tyrannosaurus rex is my favorite dinosaur."
- "You all did a GREAT job in your presentation and using strategies within your presentation."
- "You did a great job chunking information and providing opportunities for application!"
- "You girls did an amazing job with these presentations! Not only did I learn about EL instruction but I learned different presentation techniques for myself! Thank you so much for your hard work. Excellent job!"
- "You ladies rocked it! Thanks for working so hard this year."



# SIOP in RPS

RPS Board Meeting  
April 10, 2024



# SIOP Training Review

1. **Lesson Preparation** → Learning Targets
2. **Building Background** → Vocabulary
3. **Comprehensible Input** → Simplified Speech and Techniques to Clarify
4. **Strategies** → Scaffolding and Higher-Level Questioning
5. **Interaction** → Frequent opportunities for student interaction
6. **Practice / Application** → Application of content and language knowledge in new ways
7. **Lesson Delivery** → Use differentiation to engage students
8. **Review & Assessment** → Provide helpful feedback & adapt assessments based on student need



# SIOP MAKE & TAKE

Component 1:  
Lesson Preparation  
Learning Targets

Component 2:  
Building  
Background  
Vocabulary

Component 3:  
Comprehensible  
Input  
KWL  
SQP2RS

Component 4:  
Strategies  
Higher-Order Questioning  
List-Group-Label

Component 5:  
Interaction  
Information Gap

Component 6:  
Practice &  
Application  
Zipline

Component 7:  
Lesson Delivery  
Differentiated Web

Component 8:  
Review & Assess  
Assessments

# Mockingbird Elementary

## April 10, 2024

### School Improvement Goals:

- Mockingbird's reading goal is to improve our reading proficiency levels in order to meet or exceed state averages.
- Increased Daily Average Attendance.



# Reading Goal

Our Goal is to improve our reading proficiency levels in order to meet or exceed state averages. We will utilize Fastbridge and NSCAS data to track our progress.



# Data Points BOY to Mid Year

- 1) Fastbridge
  - 43% of students grades 2-6 were at or above proficiency in aReading on the BOY assessment. Our current number is 46% of students are at or above proficiency in aReading.
  - 40% of students K-1 are at or above proficiency in Early Reading on the BOY assessment. Our current number is 59% of students are at or above proficiency in Early Reading.
- 2) NSCAS
  - 2 advanced students in 4th, 5th, and 6th grades on BOY assessment. Our current number is 7 advanced students in 4th, 5th, and 6th grades.
  - 13% of students were proficient in grades 3-6 on the BOY assessment. Our current number is 20% of students are proficient in grades 3-6.



# Action Steps

## Reading

- WIN Time for intervention support.
- Restructured Data Team.
- Teach CKLA/Amplify reading curriculum with fidelity.
- Utilize FastBridge, CKLA/Amplify unit assessments, & NSCAS data in our PLT meetings to guide our instruction.



## What we learned.

- FastBridge training for all teachers is needed so we can more effectively use the data that we already have. This was year 1 of using FastBridge.
- We need to create a master schedule to better support co-teaching and front loading lessons. This is a challenge in a 3 section building especially for Reading support.
- PLT Collaboration needs to be consistent, data driven, and standards focused.
- Continue to build relationships with students and continue to build in the belief that all of our students can do hard things with success.



# Attendance

## Goals:

- Our average daily attendance will maintain 95% throughout the school year.
- Our percentage of students who miss 10% of the school year will be less than 22% (percentage from the 2022-2023 school year) to continuously show growth toward a modest to low percentage (10% or less) of students chronically absent.



# Attendance Data Points

## Trend Data

- 1) Average Daily Attendance in the last 3 years
  - a) 2021- 90.6%
  - b) 2022- 92.44%
  - c) 2023- 93.08%
- 2) Chronic Absentees
  - a) 2021- 148
  - b) 2022- 106
  - c) 2023- 100



# Action Steps

## Attendance

- Continue to educate our parents on how attendance affects learning.
- Continue 5 day, 10 day, 15 day, and 20 day letters & contacts by teacher, counselor, and principal.
- Continue daily phone calls from the secretary.
- Participate on MOEC Attendance Cohort
- Recognize good attendance with extra privileges (extra recess, classroom gifts, best day ever, newsletter etc...)
- Intervene early with chronically absent families next year.



Questions?



## Ralston Enrollment Report as of 04/08/2024

BLUMFIELD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	17	0	1	18	0
KG	2.00	39	1	0	40	1
01	2.00	33	5	0	38	0
02	2.00	30	7	0	37	0
03	2.00	33	6	0	39	0
04	2.00	29	8	1	38	0
05	2.00	39	11	0	50	0
06	2.00	36	12	0	48	1
<b>Building Total:</b>		<b>256</b>	<b>50</b>	<b>2</b>	<b>308</b>	<b>2</b>

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	1.00	22	8	0	30	0
01	2.00	28	9	0	37	0
02	2.00	22	7	0	29	0
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
<b>Building Total:</b>		<b>179</b>	<b>48</b>	<b>2</b>	<b>229</b>	<b>0</b>

MEADOWS ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	34	0	1	35	0
KG	2.00	37	4	0	41	0
01	2.00	36	10	0	46	1
02	2.00	33	9	0	42	0
03	2.00	31	8	0	39	0
04	2.00	26	9	2	37	1
05	2.00	26	9	0	35	0
06	2.00	25	13	1	39	0
<b>Building Total:</b>		<b>248</b>	<b>62</b>	<b>4</b>	<b>314</b>	<b>2</b>

MOCKINGBIRD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	19	0	3	22	0
KG	3.00	56	9	0	65	0
01	3.00	50	6	0	56	1
02	3.00	66	8	0	74	0
03	3.00	44	11	0	55	1
04	2.00	41	7	0	48	0
05	3.00	49	17	0	66	0
06	2.00	46	7	1	54	0
<b>Building Total:</b>		<b>371</b>	<b>65</b>	<b>4</b>	<b>440</b>	<b>2</b>

## Ralston Enrollment Report as of 04/08/2024

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	36	2	1	39	0
01	2.00	29	5	1	35	0
02	2.00	28	6	0	34	0
03	2.00	38	8	2	48	0
04	2.00	31	7	1	39	0
05	1.50	34	4	6	44	0
06	1.50	31	5	1	37	0
<b>Building Total:</b>		<b>246</b>	<b>37</b>	<b>13</b>	<b>296</b>	<b>0</b>

WILDEWOOD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	34	0	0	34	0
KG	2.00	26	8	0	34	0
01	2.00	33	12	0	45	0
02	2.00	27	11	0	38	1
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	28	12	0	40	0
<b>Building Total:</b>		<b>223</b>	<b>74</b>	<b>1</b>	<b>298</b>	<b>1</b>

RALSTON MIDDLE SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
07		179	61	1	241	2
08		172	69	5	246	0
<b>Building Total:</b>		<b>351</b>	<b>130</b>	<b>6</b>	<b>487</b>	<b>2</b>

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
09		190	73	0	263	3
10		178	71	0	249	2
11		166	87	0	253	1

## Ralston Enrollment Report as of 04/08/2024

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
12		160	78	0	238	0
<b>Building Total:</b>		<b>694</b>	<b>309</b>	<b>0</b>	<b>1003</b>	<b>6</b>
<hr/>						
<b>District Total:</b>		<b>2568</b>	<b>775</b>	<b>32</b>	<b>3375</b>	<b>15</b>
KG:		216	32	1	249	1
01:		209	47	1	257	2
02:		206	48	0	254	1
03:		197	51	2	250	1
04:		172	45	4	221	1
05:		192	56	7	255	0
06:		183	57	3	243	1
07:		179	61	1	241	2
08:		172	69	5	246	0
09:		190	73	0	263	3
10:		178	71	0	249	2
11:		166	87	0	253	1
12:		160	78	0	238	0



Student and Employee Assistance Program

Semi-Annual Utilization Report

Ralston Public Schools

June 1, 2023 to December 31, 2023



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## Utilization Breakdown

Demographics	Totals	Percent	Referral Breakdown	Totals	Percent
Total Referrals	66	100%	Students	45	68%
Mandatory	7	11%	Family Members	1	2%
Reopened	21	32%	Employees	14	21%
Males	35	53%	Spouse/Dependents	6	9%
Females	31	47%	<b>Total Referrals</b>	<b>66</b>	<b>100%</b>
<b>Referrals By School (students only)</b>					
School	Number	Percent	School	Number	Percent
Blumfield	3	2%	Middle School	10	22%
Karen Western	0	1%	High School	25	56%
Meadows	2	5%	<b>Middle/High Total</b>	<b>35</b>	<b>78%</b>
Mockingbird	1	2%	Onsite	14	
Seymour	2	4%	<b>TOTAL STUDENTS</b>	<b>45</b>	<b>100%</b>
Wildewood	2	4%			
<b>Elementary Total</b>	<b>10</b>	<b>22%</b>			
Referral Source	Total	Percent	Referral Source cont.	Total	Percent
School Counselor	25	38%	Medical Referral	2	3%
School Principal	5	8%	Family Member	6	9%
EAP/SAP Brochure	0	0%	School Website	0	0%
Former Client	21	32%	Co-Worker	1	2%
Human Resources	1	2%	Con.Form	3	5%
Teacher	0	0%	Friend	0	0%
Seminar	0	0%	AFC Counselor	2	3%
Spouse	0	0%	Other	0	0%
Newsletter	0	0%			
Supervisor	0	0%	<b>Total</b>	<b>66</b>	<b>100%</b>

## Referrals by Month 2023

Jun.	July	Aug.	Sep.	Oct.	Nov.	Dec.	Total
6	0	4	26	11	12	7	66



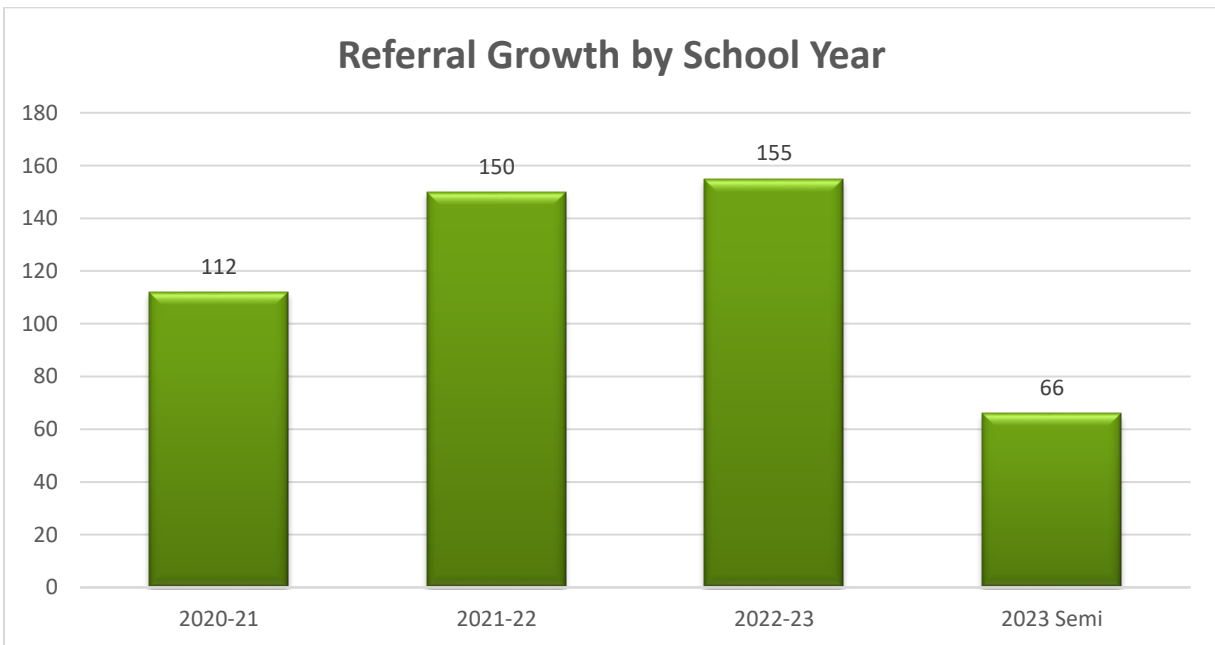
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## Utilization Breakdown Comparison by School Year

Demographics	2020-2021	2021-2022	2022-2023	2023 Semi
Total Referrals	112	150	155	66
Mandatory	0	32	17	7
Reopened	30	39	65	21
Males	55	84	59	35
Females	57	66	96	31
Referral Breakdown	2020-2021	2021-2022	2022-2023	2023 Semi
Students	90	112	111	45
Family Members	2	2	7	1
Employee	15	21	22	14
Spouse/Dependents	5	15	14	6
<b>Total Referrals</b>	<b>112</b>	<b>150</b>	<b>155</b>	<b>66</b>

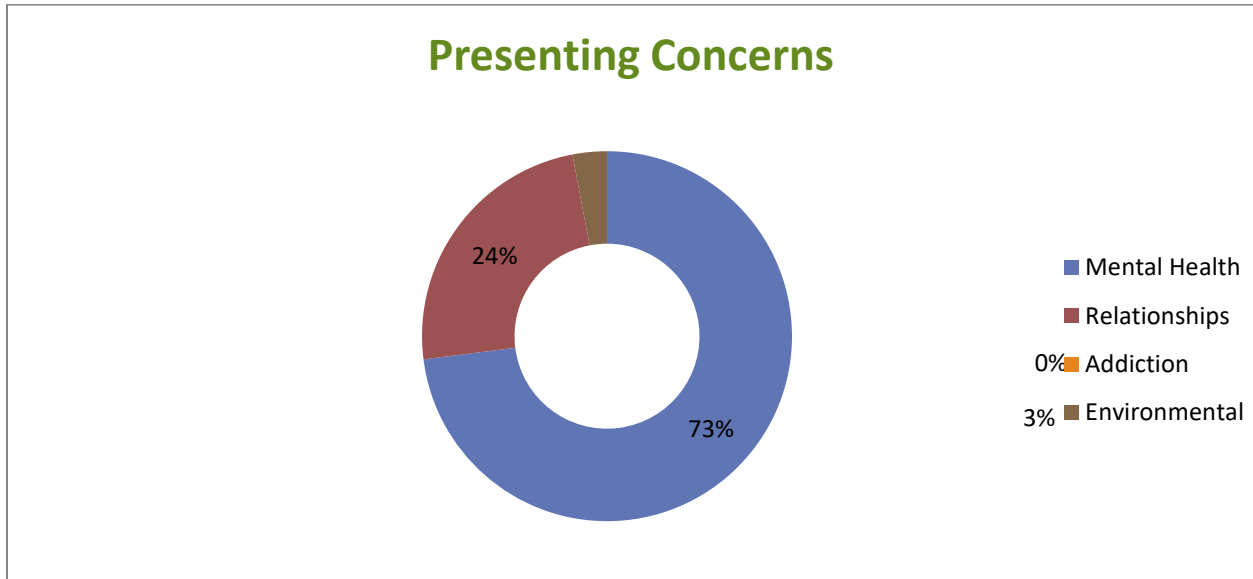
## Referral Growth Chart



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## Presenting Concern Categories by Total Occurrence



## Presenting Concern Categories with Breakdown of Specific Concerns

Mental Health	Referrals	Percent	Relationships	Referrals	Percent
ADD/ADHD	2	3%	Behavioral Concerns	4	6%
Depression	8	12%	Family Conflict	4	6%
Anxiety	21	32%	Peer Relationships	0	0%
Anger	2	3%	Divorce	0	0%
PTSD/Trauma	2	3%	Domestic Violence	0	0%
Stress Related	3	10%	Grief / Loss	2	13%
Psychological/Other	3	5%	Marital Issues	5	8%
Threat Assessment	3	5%	Work Conflict	1	2%
Suicide/Assessment	4	6%	Relationship Counselin	0	0%
<b>TOTALS</b>	<b>48</b>	<b>73%</b>	<b>Total</b>	<b>16</b>	<b>24%</b>
Addiction	Referrals	Percent	Environmental	Referrals	Percent
Drug Concerns	0	0%	Vocational	0	0%
Alcohol Concerns	0	0%	Academics	1	2%
Family Alcohol	0	0%	Childcare	0	0%
Family Drugs	0	0%	Financial	0	0%
Evaluation	0	0%	Legal	0	0%
Tobacco Addiction	0	0%	Parenting	1	2%
Other Addictions	0	0%	<b>TOTAL</b>	<b>2</b>	<b>3%</b>
<b>TOTALS</b>	<b>0</b>	<b>0%</b>	<b>GRAND TOTAL</b>	<b>66</b>	<b>100%</b>



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**Breakdown of Reason by School – Students Only  
June1, 2023 to December 31, 2023**

<b>Reason</b>	<b>School</b>	<b>Total</b>
Academic Concerns	High School	1
<b>Academic Concerns Total</b>		<b>1</b>
ADHD / ADD	Blumfield	1
	Meadows	1
<b>ADHD / ADD Total</b>		<b>2</b>
Anger, Management	High School	1
	Wildewood	1
<b>Anger Total</b>		<b>2</b>
Anxiety, Adjustment	High School	10
	Middle School	5
	Seymour	1
<b>Anxiety Total</b>		<b>16</b>
Behavioral Concerns	High School	1
	Middle School	2
	Wildewood	1
<b>Behavioral Concerns Total</b>		<b>4</b>
Depression	High School	5
	Mockingbird	1
<b>Depression Total</b>		<b>6</b>
Family Conflict	High School	1
<b>Family Conflict Total</b>		<b>1</b>
Grief / Loss	High School	1
<b>Grief / Loss Total</b>		<b>1</b>
PTSD/Trauma	Blumfield	1
	Middle School	1
<b>PTSD/Trauma Total</b>		<b>2</b>



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## Program Outcomes and Effectiveness

From June 1, 2023-December 31, 2023 there were a total of 66 employees/students and their families that utilized the EAP/SAP program. We attempted to survey all clients that were seen during this time and were able to speak with a few of these families. 100% of those surveyed found the program to be helpful and beneficial. Below are some comments from those seen at the Arbor location.

### Comments from Ralston Families:

“Extremely helpful and kind”

“This is a great place!”

“I’ve really learned to improve areas in my life and maximize my strengths”

“Everything has been good!”

“Jeff made my son feel very comfortable at his appointment and we look forward to more to come”

### On-site Clients 2023-24 School Year

#### Breakdown of On-Site Visits

Our counselor, Jeff Krenzer, has been on-site at Ralston High School since August 2023. Fourteen students and staff utilized the On-Site option during the 2022-24 school year, dealing with issues ranging from anxiety, depression, grief, and family conflict.



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## Special Services and Forecast for Growth in Utilization

### *On-Site Visits / Services*

*Arbor counselor Jeff Krenzer has been on-site at Ralston High School each month since August 2023. Jeff has met with fourteen students on-site during this time.*

*Arbor is available to coordinate visits with students and staff identified as “at risk” and will continue to be available to address this need.*

### *Consultations*

*Arbor is available for consultations with faculty surrounding assessments and referrals.*

### *Newsletter*

*Arbor is available to provide newsletters to be made available to students and parents. This newsletter is interactive which means that parents can suggest topics for future articles.*

### *Web Site*

*The Arbor web site is available for students and their parents to educate themselves about services, learn about Arbor’s professional counselors, and find articles and archived editions of the newsletter.*

*[www.arborfamilycounseling.com](http://www.arborfamilycounseling.com)*

### *Presentations and Training*

*Arbor is available for presentations to support your schools! Please call if you have a special area of need. Presentations are available for staff, students, and parents.*

### *Special Services*

*Arbor is available to increase program awareness with students and parents.*

*Arbor is available to coordinate and offer specific, problem focused consulting services and to coordinate and provide materials during School Conferences.*



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**Ralston**  
**PUBLIC SCHOOLS**

# **Superintendent Evaluation System**

**Board of Education Policy: 4057**  
**AdvancED Standard: Leadership Capacity**



4057

## Superintendent Evaluation

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

**Purpose.** The purposes of the formal job evaluation are:

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

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

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

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

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



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

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

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

Adopted on: July 25, 2016

Revised on:

Reviewed on: July 25, 2016

### **Superintendent Evaluation Process**

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

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



### **Superintendent Evaluation Definitions:**

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

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

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

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

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

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

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

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

### **Effective Practices**

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



1. **Shared Vision and Strategic Direction**

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

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

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

3. **Collaboration with Families and Community**

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

4. **Continuous Improvement and Accountability**

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

5. **Teaching and Learning**

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

6. **Personnel Leadership**

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

7. **Systems Leadership and Management**

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

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

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

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

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



## Effective Practices, Indicators, and Evidence Rubric

### **EFFECTIVE PRACTICE: (1) Shared Vision and Strategic Direction**

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

#### **Indicators and Evidence**

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

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



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

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

### **Indicators and Evidence**

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



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

### **EFFECTIVE PRACTICE: (3) Collaboration with Families and Community**

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

#### **Indicators and Evidence**

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

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

## **EFFECTIVE PRACTICE: (4) Continuous Improvement and Accountability**

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

### **Indicators and Evidence**

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

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

## **EFFECTIVE PRACTICE: (5) Teaching and Learning**

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

### **Indicators and Evidence**

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

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

## **EFFECTIVE PRACTICE: (6) Personnel Leadership**

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

### **Indicators and Evidence**

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

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



## **EFFECTIVE PRACTICE: (7) Systems Leadership and Management**

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

### **Indicators and Evidence**

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

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



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

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

#### **Indicators and Evidence**

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

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

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

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

#### **Indicators and Evidence**

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

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



## Superintendent Evaluation

**Superintendent:**

**Date:**

**Evaluator:**

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



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



Narrative (required for basic and unsatisfactory ratings):

**SUMMARY OF EVALUATION**

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

Unsatisfactory	Basic	Proficient	Distinguished
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Narrative:

Superintendent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Board President Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# NASB STANDARD SUPERINTENDENT EVALUATION HANDBOOK

## THE NASB MISSION STATEMENT

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



## NASB BOARD LEADERSHIP TEAM MISSION

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

Marcia R. Herring, NASB Director of Board Leadership

[mherring@NASBonline.org](mailto:mherring@NASBonline.org)

Katie Corfield, NASB Board Leadership Associate

[kcorfield@NASBonline.org](mailto:kcorfield@NASBonline.org)

1.800.422.4572

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## NASB SUPERINTENDENT EVALUATION SYSTEM

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

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

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

- Clarify the superintendent’s role as defined by the board

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- Develop an appropriate working relationship between the board and superintendent

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- Support job performance improvement and development

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- Establish goals and objectives to align to the district goals, strategic plan, and vision of the district

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

## SUPERINTENDENT EVALUATION OUTLINE

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

### Designing an effective board process:

The board president will:

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

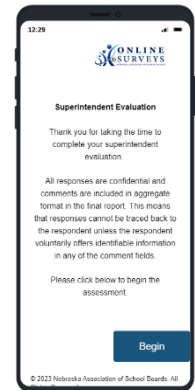
**Superintendent evaluation must be filed with NDE and certified before it is utilized by the board according to 007.06 Certificated-Employee Evaluation and the full contents of the section of Rule 10.**

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

## NASB SUPERINTENDENT ONLINE EVALUATION SYSTEM

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

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



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

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

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

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



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

## **SUPERINTENDENT PAY TRANSPARENCY ACT**

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

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

### **Superintendent Pay Transparency Act Statutory Requirements**

#### **Step 1. (CURRENT Superintendent)**

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

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

#### **Step 2. (NEW HIRE of the Superintendent)**

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

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

#### **Step 3. (RESPONSIBILITIES Following Board Action)**

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

[https://cdc.education.ne.gov/STPA/Instructions/STPA\\_Instructions.pdf](https://cdc.education.ne.gov/STPA/Instructions/STPA_Instructions.pdf)

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

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

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

## **NASB STANDARD SUPERINTENDENT EVALUATION INSTRUMENT**

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

## **Standard I: Mission, Vision, & Goals**

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

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

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

## **Standard II: Policy**

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

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

The Superintendent . . .

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

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

### **Standard III: Budget Planning & Management**

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

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

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

## Standard IV: Educational Leadership

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

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

The Superintendent . . .

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

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

## Standard V: Organizational & Cultural Leadership

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

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

The Superintendent . . .

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

## Standard VI: Community Relations

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

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

The Superintendent . . .

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

## **Standard VII: Professional Leadership**

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

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

The Superintendent . . .

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

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

## **Standard VIII: Board-Superintendent Relations**

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

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

The Superintendent . . .

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

## **Standard IX: Strategic Planning**

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

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

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

## NASB STANDARD SUPERINTENDENT JOB DESCRIPTION

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

### Overview of the Position of Superintendent

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

### Performance Responsibilities:

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

### Job Requirements:

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

### Reports to:

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

### Job Responsibilities:

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

### Standard I: Mission, Vision, and Goals

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

### Performance Indicators:

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

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

**Standard II: Policy**

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

Performance Indicators:

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

**Standard III: Budget Planning and Management**

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

Performance Indicators:

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

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

#### **Standard IV: Educational Leadership**

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

Performance Indicators:

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

#### **Standard V: Organizational and Cultural Leadership**

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

Performance Indicators:

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

### **Standard VI: Community Relations**

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

Performance Indicators:

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

### **Standard VII: Professional Leadership**

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

Performance Indicators:

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

### **Standard VIII: Board-Superintendent Relations**

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

Performance Indicators:

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



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

**Standard IX. Strategic Plan**

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

Performance Indicators:

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

# NASB STANDARD SUPERINTENDENT EVALUATION SAMPLE REPORT:



## Nebraskaland Public Schools Superintendent Evaluation Spring 2023



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

#### Spring 2023

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

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

#### Spring 2023

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

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

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## Standard I: Mission, Vision, & Goals

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

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

The Superintendent . . .

Indicator	Avg.	
a. Works collaboratively with the board to define, adopt, and institute the district mission, vision, and goals.	5.3	a.
b. Assumes the key leadership role and responsibility for growth and improved student learning.	5.0	b.
c. Seeks input from the board when appropriate.	5.5	c.
d. Engages internal stakeholders (i.e. administration, staff, students) and external stakeholders (i.e. parents, community) in the discussion of long-term plans and goals.	4.8	d.
e. Effectively utilizes data to guide and monitor progress of district goals.	5.2	e.
f. Implements and monitors progress of the district/strategic plan.	4.7	f.
g. Identifies and proactively addresses potential barriers to ensure the success of the school district.	5.2	g.

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

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

Values are as follows:

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

## Standard I: Mission, Vision, & Goals

Provide evidence to support your choices above.

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

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

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

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## FOLLOWING THE SUPERINTENDENT EVALUATION, THE SUPERINTENDENT AND BOARD WILL:

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

Or,

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

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



**Ralston**  
**PUBLIC SCHOOLS**

**Mr. Jason Buckingham**  
Superintendent

**Dr. Aaron Bredenkamp**  
Assistant Superintendent for Business

**Dr. Anne Harley**  
Assistant Superintendent for Teaching & Learning

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March 11, 2024

BOE members:

Per policy school board policy #4057, I am required to give the Board of Education prior written notice of my next evaluation. Please accept this letter as notice of the following evaluation schedule:

Superintendent self-evaluation 4/8-4/13

Results compiled and shared with the BOE 4/15

Board of Education to complete superintendent evaluation 4/16-4/25

Results of BOE evaluation tabulated and shared with the Board President 5/1

Results to be an agenda item for the May 13<sup>th</sup> regular BOE meeting.

Respectfully submitted,

Jason Buckingham

**BID FORM**  
**RALSTON HIGH SCHOOL – WATER HEATER REPLACEMENT**  
**RALSTON PUBLIC SCHOOLS**

The undersigned bidder hereby agrees to furnish all labor, materials, tools, equipment, services, transportation, supervision, expertise, permits, licenses, notices, fees, and miscellaneous expenses required to complete the Work indicated in the Bidding Documents and proposed Contract Documents, subject to all addenda officially issued prior to bidding, for the following sum for the sum:

Total Lump Sum Bid:

\$ 143,600 .00

One Hundred Forty-Three Thousand Six Hundred Dollars  
 (Amount shown in both numerals and words. In case of discrepancy, words shall govern.)

**Addenda**

Acknowledge receipt of Addenda No. 1, 2

Date 03/22/2024, 03/29/2024

And have included the provisions of these Addenda, if any, in my bid. Initials JK

**Voluntary Substitutions**

<u>Products</u>	<u>Manufacturer</u>	<u>Adjustment in Bid</u>
<u>Mixing Valve</u>	<u>Heat Timer</u>	add / deduct \$ <u>1584.<sup>00</sup></u>
<u>Water Heaters</u>	<u>ETV 1.5" SS</u> <u>Camus Hydronics</u> <u>Dynamax-800</u>	add / deduct \$ <u>7,229.<sup>00</sup></u>
_____	_____	add / deduct \$ _____

Bidder will substantially complete the project no later than August 2, 2024.

Bidder: Rasmussen Mechanical Inc.  
 (Company)

By: [Signature] Date: 4/4/2024  
 (Signature)

**BID FORM**  
**RALSTON HIGH SCHOOL - WATER HEATER REPLACEMENT**  
**RALSTON PUBLIC SCHOOLS**

The undersigned bidder hereby agrees to furnish all labor, materials, tools, equipment, services, transportation, supervision, expertise, permits, licenses, notices, fees, and miscellaneous expenses required to complete the Work indicated in the Bidding Documents and proposed Contract Documents, subject to all addenda officially issued prior to bidding, for the following sum for the sum:

Total Lump Sum Bid:

\$ 140,000 .00

One Hundred & Forty Thousand Dollars

(Amount shown in both numerals and words. In case of discrepancy, words shall govern.)

**Addenda**

Acknowledge receipt of Addenda No. 1, 2, \_\_\_\_\_,

Date 3/22/2024, 3/28/2024, \_\_\_\_\_,

And have included the provisions of these Addenda, if any, in my bid. Initials jd

**Voluntary Substitutions**

<u>Products</u>	<u>Manufacturer</u>	<u>Adjustment in Bid</u>
_____	_____	add / deduct \$ _____
_____	_____	add / deduct \$ _____
_____	_____	add / deduct \$ _____

Bidder will substantially complete the project no later than August 2, 2024.

Bidder: Fluid Mechanical, LLC.  
 (Company)

By: [Signature]  
 (Signature)

Date: 4.4.24

## 3038 Certification Fees

The district shall reimburse certified staff members for any supplemental certification/license fees if the Superintendent determines that the certification/license is necessary to maintain the quality of the course(s) offered and/or if the certification/license will have a substantial, direct benefit for the students. The total, annual amount allocated by the district to support the implementation of this policy shall not exceed \$2,000.

To be eligible for reimbursement, the certified staff member must submit a letter of approval to the Superintendent or his/her designee describing (a) the supplemental certification/license program related to the staff member's request for reimbursement, (b) an explanation regarding the necessity of the fee to maintain the quality of the course and/or the substantial, direct benefit for the students and (c) the total amount to be reimbursed.

Any fees associated with the issuance of an instructor's teaching/administrative certificate, or any licensure requirements that are a prerequisite for employment, shall not be reimbursable by the district under this policy.

~~This policy shall go into effect at the start of the 2018-2019 academic year.~~

Adopted on: March 12, 2018  
Revised on: April 10, 2024  
Reviewed on: March 25, 2024

**3050**  
**Technology in the Classroom**

I. In General

The district desires to use technology in a way that aides in the education of students. New devices and applications offer a number of helpful tools that can improve the student experience and increase learning. Many of these devices and applications also create concerns about student privacy. It is the goal of the district to embrace the helpful elements of technological advancement while remaining mindful of potential student privacy issues.

II. Devices

A. Non-district issued electronic devices may be provided by teachers for use in their classroom, so long as the use of such devices is supervised by a staff member and subject to the conditions set forth below. **Non-district owned devices are required to use the guest network only.**

Teachers who wish to bring a device into the classroom should inform the principal before deploying the device. The building principal may at his or her discretion prohibit the use of such devices or otherwise limit their use. The building principal may at any time direct that a teacher discontinue use of a given device.

1. ~~Smart speakers such as Google Home, Amazon Echo, Apple HomePod,~~ **Smart devices such as speakers and displays from companies including, but not limited to, Apple, Google, Amazon and Sonos** ~~and similar devices~~ may be approved for use in the classroom. The device must be registered to an account linked to the classroom teacher's school email address. The district will not maintain any records created by use of the smart speaker device. Any record of use will be considered non-record communications pursuant to Nebraska's Records Management Act, and not be maintained by the district.
2. All other electronic devices that connect to the internet that a staff member wishes to use for the education of students should be disclosed to the administration prior to use.

B. Assistive technology may be used in district classrooms. Any assistive technology, such as an AngelSense device, that actively or passively create or transmit audio or video recordings must have that function disabled while the student uses the device in a district classroom unless required by law. No assistive technology devices will be permitted to record or transmit the classroom activity of other students unless required by law.

C. Any classroom recordings made by a staff member will be made pursuant to district policy.

III. Applications

A. School as Agent. The school will serve as an agent for parents/guardians in the collection of information within the school context. The school's use of student information is solely for education purposes.

B. District Applications. The district uses various software applications to record, track, and store student data. Each application selected by the district is in compliance with federal and state law, to the best of the administration's knowledge. Should the district become aware that an application used by the district has suffered a data breach, or been found to be out of compliance with federal or state law, the district will investigate the scope of the violations and notify students, parents, and staff in accordance with district policy.

C. Staff-Selected Applications.

1. Staff are permitted to select applications for use in the classroom.

2. Staff must perform basic due diligence to ensure that the application is safe for students and serves a pedagogical purpose. Staff must notify their supervising administrator of the application they plan to use as part of their lesson plan prior to their use in the classroom. The district may at any time direct that a teacher discontinue use of a given application. The district will provide training on the relevant student privacy laws to staff members who are selecting and deploying applications in the classroom.

Adopted on: July 22, 2019

Revised on: April 10, 2024

Reviewed on: March 25, 2024

## 2001

### Role of the Board of Education and Legal Status

The Ralston Public Schools Board of Education (board) is charged by the Legislature with the duty of providing public elementary and secondary education to the citizens of the district. The Legislature has also created the State Board of Education and the State Department of Education, and has delegated certain regulatory and advisory functions to them. The board is responsible to these agencies as specified by law.

The Ralston School District #54, a Class III district in the state of Nebraska, is governed by a Board of Education consisting of six members, and by resolution, may increase the number of Board of Education members as allowed by statute.

The board's primary duties are: (1) to establish a mission, goals, and policies; (2) to establish and maintain school facilities; (3) to select a superintendent; (4) to adopt a fiscally responsible budget; and (5) to evaluate programs.

#### 1. Establishment of Mission, Goals and Policies

The board shall concern itself with broad questions of mission, goals and policy, rather than administrative details. The application of policies is an administrative task to be performed by the superintendent of schools and his or her administrative staff, who shall be held responsible for the effective administration and supervision of the entire school district.

#### 2. Establishment and Maintenance of School Facilities and Other Resources

The board is the legal agency through which the community works to provide the physical facilities, curriculum, instructional supplies and staff to enable the district's mission and objectives to be carried out. The board will establish and maintain school facilities necessary to educate the students of the district.

#### 3. Selection of the Superintendent of Schools

The board will employ a superintendent of schools as the chief executive to whom it will delegate the administration of the school program. As the chief administrator for the board, the superintendent will implement board policies and supervise the day-to-day operation of the school system. The superintendent will keep the board informed of the implementation of the plans and policies, and will recommend changes to policies as necessary. The superintendent will furnish educational leadership to the board, the school staff, and the community.

#### 4. Fiscally Responsible Budget

The board will annually adopt a fiscally responsible budget that will permit the district to accomplish its goals and objectives. The management of the financial program and the development of the proposed budget for the district is delegated to the superintendent.

The board will work for adequate and dependable financial support of the public schools, promotion of effective and efficient organization, and administration of the district.

5. Evaluation of Program

The board will evaluate, or cause to be evaluated, the progress and results of the educational program on a continuous basis. In making these evaluations, the board will seek and give appropriate weight to the superintendent's analysis and recommendations.

6. School Board Powers and Duties

The responsibilities of the Ralston Board of Education include:

- Representing the people of the District;
- Creating a shared vision of the District's educational future;
- Formulating, adopting, reviewing, and repealing, policies;
- Selecting, and evaluating the performance of, the Superintendent of the Ralston School District;
- Approving legal contracts;
- Approving and adopting an annual budget;
- Approving expenditures of the District;
- Providing facilities to house the educational program of the District;
- Adjudicating appeals from staff members, students, and patrons of the District.

Adopted on: July 25, 2016

Revised on:

Reviewed on: September 23, 2019

## 3030

### **Automatic External Defibrillator (AED) Program**

An automatic external defibrillator (AED) is a portable device used to induce electrical stimulation to the heart muscle in the event of a potential cardiac arrest. The school district has a limited number of AEDs in its facilities. The location of the AEDs will be determined by the AED Program Coordinator in consultation with members of the school district administration and the local fire/EMS department. The presence of AEDs in certain locations in selected district buildings does not imply that AEDs will generally be available in all locations or in all district buildings. Likewise, the district does not make any promise, express or implied, that a trained staff member will be available to operate the AED in the event of a potential cardiac arrest.

#### 1. Equipment

Equipment shall be an automated external defibrillator in working condition that meets standards established by the Federal Food and Drug Administration and is in compliance with the manufacturer's maintenance schedule. Gifts, grants and donations, including in-kind donations, designated for obtaining an automated external defibrillator, or for inspection, maintenance or training in the use of an automated external defibrillator will be accepted and placed into a special district account to assist in obtaining and maintaining AEDs.

When the school acquires an AED it will notify the local emergency medical service of the existence, location, and type of the AED, and will notify EMS of any change in the location of such defibrillator. If an AED is located in a bus or other school vehicle, only the primary site where the vehicle or object is located will be reported to EMS.

#### 2. Program Coordinator

a. The School District's AED Program Coordinator is District Nursing Coordinator.

b. The Program Coordinator shall:

- Consult with the school's administration and the medical advisor to develop a written protocol for the use of AEDs, and post such protocol near each AED
- Select employees for AED training
- Arrange for appropriate training of anticipated users at least annually
- Maintain a training schedule that includes the names of those trained and dates both of current training and dates for recertification.
- Check equipment according to the manufacturer's guidelines and take appropriate action in the event of any variance or need
- Maintain on file a specification sheet on each approved AED model
- Monitor the effectiveness of this system

- Communicate with medical director on issues related to medical emergency response program including post-event reviews
- Coordinate with the local fire department and police department
- Take appropriate steps after an AED event, including sharing of data with appropriate medical and EMS personnel, cleaning, replacing or recharging components of the AED as appropriate.

3. Medical Oversight

- a. The medical advisor of the AED program is \_\_\_\_\_, MD.
- b. The medical advisor has ongoing responsibility for:
  - Providing medical direction for use of AEDs
  - Writing a prescription for AEDs
  - Reviewing and approving guidelines for emergency procedures related to use of AEDs and cardio pulmonary resuscitation
  - Evaluation of post-event review forms and digital files downloaded from the AED

4. Volunteer Responders

Anyone may, at their discretion, provide voluntary assistance to victims of medical emergencies. The extent to which these individuals respond shall be appropriate to their training and experience, and may include CPR, AED or medical first aid.

Adopted on: July 25, 2016

Revised on:

Reviewed on: September 23, 2019

## 4039

### **Employment of Classified Staff**

The superintendent or designee shall hire classified staff to meet personnel needs consistent with the district's budget, instructional needs, and non-instructional operations. The superintendent or designee shall obtain a criminal history record that includes information from the Nebraska State Patrol for all individuals that are to be employed as pupil transportation vehicle drivers (except certificated Nebraska school administrators or teachers) and keep a copy of that record on file and shall update it during the calendar year that coincides with the expiration of the driver's motor vehicle operator's license. Otherwise, the superintendent or designee may, but is not required to, conduct a criminal background check on any classified staff applicant. Criminal history or background checks shall occur only after the school district has determined that the applicant meets the minimum employment qualifications. This policy shall not prevent the school district from requiring an applicant to disclose his or her criminal record or history relating to sexual or physical abuse prior to any minimum employment qualification determination.

The superintendent or designee shall discipline and discharge classified staff as appropriate.

Adopted on: September 9, 2019

Revised on: August 26, 2019

Reviewed on: August 12, 2019

## 5002 Admission of Students

Students shall be admitted to the school district who are:

- legal residents of the school district or otherwise entitled by Nebraska law to attend the schools of the district tuition-free;
- approved for option enrollment pursuant to policy;
- approved as foreign exchange students pursuant to policy;
- legal residents of a district that has contracted with this district for their educational services;
- statutorily entitled to attend the schools of the district on a part-time basis pursuant to policy; or
- out-of-state students who have been enrolled pursuant to policy.

Students who have been placed in a foster home within the school district are not residents of the district and will not be permitted to enroll unless the district has received a written determination from the Nebraska Department of Health and Human Services that it is in the best interests of the student not to attend his or her district of residence.

Prior to enrolling any student who is a ward of the state of Nebraska or a ward of any court, the district will ask to review a completed copy of the “Education Court Report Form” promulgated by the Nebraska Supreme Court’s Commission on Children and Families in the Courts – Education Sub-Committee. If there is no such completed form, district staff will offer assistance to the appropriate responsible individual in securing the information necessary to complete the form as part of the district’s enrollment process.

Except in adult education classes or when otherwise required by law, no student who is of 21 years of age or older, or who has earned a high school diploma or its equivalent will be allowed to be enrolled in or continue to attend school in the district.

Students who seek to enroll in the district must comply with each board policy, state statute and regulation that applies to their situation. Grade level placement will be determined in accordance with district policy.

Adopted on: July 22, 2019

Revised on:

Reviewed on: July 8, 2019

## 5013 Promoting Student Resilience

The District will develop methods to create positive student experiences that:

1. show students they belong as valued members of their class and school such as through cooperative projects, positive attitudes and emotions, helping others and participating in group activities;
2. reinforce to students that their feelings are useful to their classmates and valued by adults by developing positive social relationships, monitoring and controlling one's own behavior, and communicating with parents and teachers to understand difficulties and reinforce appropriate behaviors;
3. teach students techniques for reinforcing their efforts to improve on their own success such as showing persistence, trying different methods to master academic skills, discussing why a failure has occurred, considering how to build on their existing strengths; and
4. provide the students with support of, and evidence for, academic competence such as completion of tasks on time, pre- and post-learning tests, and visual evidence of development of academic skills.

These experiences are intended to reduce the feelings of failure, alienation, uselessness and powerlessness created by adversity and teach methods to create improved future outcomes. Teachers will support students in making appropriately assertive efforts to identify reasons for lack of success and address negative emotions undermining those efforts.

The District will create supportive parental relationships by fostering positive teacher/parent communications on a frequent basis through proactive discussions of student progress, assignments, class plans, curriculum focus and student challenges.

The District may consider creating multi-year relationships between individual teachers and groups of students to better follow student growth and progress over an extended time.

The District will monitor related indicators over a period of years including numbers of suspensions, attendance, graduation rates, GPA and standard assessment scores as evidence of successful implementation of this policy. The district will create a baseline of data to assess classroom climate and assist in implementing resilience-building strategies.

The Superintendent, in consultation with the administrative team, will implement this policy.

Adopted on: August 26, 2019

Revised on:

Reviewed on:

## 5017

### **Routine Directory Information**

The school district shall disclose the following as routine directory information pertaining to any past, present or future student who is, has been, or will be regularly enrolled in the district.

- Name and grade
- Name of parent and/or guardian
- Address
- Telephone number, including the student's cell phone number
- E-mail address
- Date and place of birth
- Dates of attendance
- The image or likeness of students in pictures, videotape, film or other medium
- Major field of study
- Participation in activities and sports
- Degrees and awards received
- Social media usernames or handles
- Weight and height of members of athletic teams
- Most recent previous school attended
- Certain class work which may be published onto the Internet
- Classroom assignment and/or home room teacher
- Student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only the authorized user.

Directory information does not include a student's social security number.

Upon request, the district will provide military recruiters and institutions of higher education with the names, addresses, and telephone numbers of high school students unless a student's parents have notified the district in writing that they do not want this information disclosed without their prior written consent. Military recruiters will be granted the same access to a student in a high school grade as is provided to postsecondary educational institutions or to prospective employers of such students.

Within 30 days prior to or following the commencement of each school year and, for a new student who enrolls after the commencement of a school year, within 30 days following such enrollment, the district will notify parents and guardians each year of their rights under this policy and the Family Educational Rights and Privacy Act. Parents will be given an opportunity to prevent the release of this directory information by filing a written objection with the district.

When a student reaches 18 years of age, the permission or consent required of and the rights accorded to the parents or guardians of such student under this policy shall only be required of and accorded to such student. Within 30 days prior to or following the commencement of each school year and, for a new student who enrolls after the commencement of a school year, within 30 days following such enrollment, each school district shall notify each student who is at least 18 years of age or who will reach 18 years of

age during such school year of (1) the option to make a written request to the school district that routine directory information for such student not be released in response to a request made by a military recruiter without such student's written consent and (2) that any such request made previously by a parent or guardian for such student expires upon the student reaching 18 years of age.

Adopted on: July 22, 2019

Revised on:

Reviewed on: July 8, 2019

**5044**  
**Safe Pupil Transportation Plan**  
**and**  
**Pupil Transportation Vehicle Driver Satisfactory Driving Criteria**

It is the goal of the school district to provide safe, comfortable and reliable transportation for bus-riding school children.

**1. Emergency Procedures**

**a) Mechanical breakdown**

In the event of a mechanical breakdown, the driver will:

- 1) Stop the vehicle in a safe location
- 2) Keep passengers in the vehicle, if it is safe to do so
- 3) Take steps to warn motorists, by activating hazard lights and placing emergency triangles
- 4) Radio or call for assistance

**b) Injuries/Medical Emergencies**

If a student is seriously injured or suffers from a medical emergency, the driver will stop the vehicle at the first safe opportunity. The driver will provide emergency medical assistance in accordance with the driver's first aid training. The driver will notify the school district of the emergency using the radio or other communication equipment. The district will then summon emergency medical services by immediately calling 911 and notify administrative personnel.

**c) Severe Weather**

**1) Tornadoes.**

If the driver determines that there is likelihood that a tornado will hit the vehicle, and there is not an escape route available or time to drive to a safe location, the driver will evacuate the vehicle, taking only the first aid kit. The driver will take the students to the basement of a nearby building or to the nearest depression or ditch upwind (toward the storm) of the vehicle far enough away from the vehicle so that it will not roll over on the students. The driver should instruct students to cover their heads with their arms. If the students are wearing coats or jackets, they can be used to provide additional protection for their heads and bodies. If there is no time to evacuate the students after stopping the vehicle, the driver should have the students remain in their seats and assume a protective position with their heads below window level.

**2) Winter Weather**

If the school district or driver determines that a trip is too dangerous to drive due to winter weather conditions, the district will cancel the trip.

Parents should ensure that students are appropriately dressed for winter conditions.

### **3) Floods or Standing Water**

It is generally appropriate to drive through a small or regular amount of water that has accumulated from a normal or typical rainfall. However, drivers should not drive through water on the road if: the water is moving or has a current; there is dangerous debris in the water; the driver cannot determine the depth of the water or there is a known dip in the road which would create a deeper section of water; or if there is any other water condition that the driver determines is unsafe to drive through.

#### **d) Weapons, Hazardous Materials and Dangerous Contraband**

If a driver discovers that a passenger may have a weapon, hazardous materials or other dangerous contraband on the vehicle, he or she should remain calm and call for assistance. The driver should not inform passengers of the presence of the weapon or other contraband.

#### **e) Unattended Items on or Near Pupil Transportation Vehicle**

The driver shall check for unattended items on or near the vehicle as part of the exterior and interior pre-trip inspections. If circumstances make an item suspicious (because it is out of context, makes a noise, has visible wires, placement was witnessed, was hidden, has unidentified powders or putty-like substances, etc.), the driver shall not inspect, move, or otherwise touch the item. School staff will evacuate the area, then immediately report the item to the staff member's direct supervisor, a principal, or the superintendent. If the unattended item is not suspicious (it has the characteristics of lost or misplaced property or of discarded trash, etc.), the driver may examine the item more closely. This may include looking inside the item, attempting to identify the owner, reviewing security camera footage, or talking to those nearby, and then taking appropriate action.

#### **f) Terroristic Threat**

If a driver receives a terroristic threat that he or she deems credible, he or she will notify the school district of the threat using the radio or other communication equipment. After consulting with school officials, the driver will determine whether the threat requires evacuation of the bus. The school will promptly notify the authorities of the threat.

For purposes of this policy, a terroristic threat is a threat to commit any crime of violence or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of the bus or in reckless disregard of causing such terror or inconvenience

#### **g) Emergency Incident Reports**

Drivers will provide written documentation of any of the emergency events specified in this policy by completing the incident form attached hereto. This documentation must be submitted to the school administration within 24 hours of the event.

## **2. Drop-off**

Drivers will drop students off at a location pre-determined through communication between the school district and parents/guardians. In the event the drop-off location is uncertain or appears to be unsafe, the driver will communicate with school staff in the building to seek additional guidance.

In no event will a driver drop a student off in a location which in the reasonable judgment of the driver appears to be unsafe. Drivers who believe the drop-off location to be unsafe shall release students directly into the custody of a parent/guardian or shall return students to their school building.

### **3. Evacuation of Students With Disabilities**

The transportation supervisor, in consultation with bus drivers and members of the administrative team, shall develop a written emergency evacuation plan for each bus route. The plan shall include an assessment of each student's ability to evacuate himself or herself as well as his or her ability to assist others. Disabled students should practice their evacuation skills as required of their non-disabled peers if possible during evacuation drills. Students or other individuals who will be assisting disabled students evacuate during emergencies should practice this skill during evacuation drills. Drivers or students who will be assisting with the evacuation process should be familiar with any equipment on the bus that would aid in the actual evacuation.

### **4. Student Behavior on School Vehicles**

Riding school vehicles is a privilege, not a right. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must also comply with the student code of conduct while riding in school vehicles.

#### **a) Rules of Conduct on School Vehicles:**

- 1) Students must obey the driver promptly.
- 2) Students must wait in a safe place for the bus to arrive, clear of traffic and away from where the vehicle stops.
- 3) Students are prohibited from fighting, engaging in bullying, harassment or horseplay.
- 4) Students must enter the bus without crowding or disturbing others and go directly to their assigned seats.
- 5) Students must remain seated and keep aisles and exits clear while the vehicle is moving.
- 6) Students are prohibited from throwing or passing objects on, from, or into vehicles.
- 7) Students may not use profane language, obscene gestures, tobacco, alcohol, drugs or any other controlled substance on the vehicles.
- 8) Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items or animals onto the vehicle.
- 9) Students may carry on conversations in ordinary tones, but may not be loud or boisterous and should avoid talking to the driver while the vehicle is in motion.

Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.

**10)** Students may not open windows without permission from the driver. Students may not dangle any item (e.g. legs, arms, backpacks) out of the windows.

**11)** Student must secure any item or items that could break or produce injury if tossed about the inside of the vehicle if the vehicle were involved in an accident

**12)** Student must respect the rights and safety of others at all times.

**13)** Students must help keep the vehicle clean, sanitary and orderly. Students must remove all personal items and trash upon exiting.

**14)** Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.

**15)** Video cameras may be placed on buses, at random, to monitor student behavior on the bus.

#### **b) Consequences**

Drivers must promptly report all student misconduct to the administration. These reports may be oral or written. Students who violate the Rules for Conduct will be referred to their building principal for discipline. Disciplinary consequences may include:

- 1) Note home to parents
- 2) Suspension of bus riding privileges
- 3) Exclusion from extracurricular activities
- 4) In-school suspension
- 5) Short term or long term suspension from school
- 6) Expulsion

These consequences are not progressive, and school officials have discretion to impose any listed punishment they deem appropriate, in accordance with state and federal law and board policy.

#### **c) Records**

Records of vehicle misconduct will be forwarded to the appropriate building principal and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be forwarded to law enforcement.

### **5. Functional Capacity of the Driver**

The superintendent or designee shall confirm a pupil transportation driver's functional capacity and ability to conduct the daily tasks and emergency evacuations required of such a driver by:

- Observing the driver complete the required daily tasks and emergency evacuations;

- Observing, questioning, and/or directing the driver to perform tasks in a manner that measures the basic visual, cognitive, and physical abilities to complete the required daily tasks and emergency evacuation; or
- Directing the driver to complete a functional capacity evaluation or assessment conducted by a qualified professional.

The superintendent or designee will remove the driver from duties as a pupil transportation driver if he or she determines that a pupil transportation driver is not functionally capable or able to conduct the daily tasks and emergency evacuations required of such a driver.

### **6. Satisfactory Driving Criteria.**

The superintendent or designee shall annually review every pupil transportation vehicle driver's Nebraska Department of Motor Vehicles driving record before such a driver operates a pupil transportation vehicle.

Individuals who have been convicted of any of the following or who meet any of the following conditions will not be allowed to serve as a pupil vehicle transportation driver:

- If the citation or conviction occurred at any time:
  - Motor vehicle homicide; or
  - Driving under the influence – 3<sup>rd</sup> or subsequent offense.
- If the citation or conviction occurred within the last 5 years:
  - Driving under the influence of drugs or alcohol;
  - Refusal to submit to a chemical test;
  - Failure to render aid in accident the driver was involved in;
  - Speeding 15 miles per hour or more above the posted speed limit;
  - Reckless driving (willful or otherwise);
  - Careless driving;
  - Negligent driving;
  - Leaving the scene of an accident; or
  - Failure to yield to a pedestrian with bodily injury to the pedestrian.
- If the driver has accumulated 8 points or more under an operator's license point system within the last 4 years. The superintendent designee has the discretion to prohibit school personnel from driving a school vehicle for a citation or arrest for the above offenses or any other offense or reason. The superintendent or designee will make the final determination about the ability of an individual to serve as a pupil vehicle transportation driver.

Pupil vehicle transportation drivers must inform the superintendent or designee of any citation or conviction related to their driving within 24 hours of its occurrence or at the beginning of the next school day, whichever is earlier.

### **7. Emergency Evacuation Drill Procedures for Students Who Ride in Small Vehicles.**

For purposes of this policy, "small vehicle" shall have the same meaning as in Rule 91 from the Nebraska Department of Education.

In a small vehicle accident or emergency situation, the driver must use his other best judgment to decide what action shall be taken. The primary responsibility is pupil safety. In an emergency it may be necessary that the vehicle be evacuated.

Students who are transported in a Small Vehicle shall be instructed in safe riding practices and participate in emergency evacuation drills at least twice during each school year. These drills shall be conducted in an appropriate location.

Drills shall be conducted to address each of the following reasons that an emergency evacuation may be required:

- The vehicle is on fire, in danger of catching fire, or is close to an existing fire or highly combustible material. Passengers shall be evacuated at least 100 feet or more upwind from the vehicle.
- The vehicle is stopped at an unsafe location and unable to move. The driver shall use his or her judgment regarding the need to evacuate and the distance of the evacuation.
- The vehicle's final stopping position: is in the path of any train or adjacent to railroad tracks; could change and increase danger; or is such that there is danger of collision. The driver shall evacuate the vehicle and use his or her judgment regarding the distance of the evacuation.

The safety of students is of utmost importance and must be given first consideration. Absent extenuating circumstance, the driver will place the transmission in park, activate the hazard warning lights, set the emergency brake, turn the ignition off, and remove the ignition key prior to evacuation.

If possible, students should exit the vehicle on the side away from any roadway.

During an evacuation, students should generally be led to a safe place at least 100 feet off the road in the direction of oncoming traffic. If there is a risk from spilled hazardous materials, lead the students upwind of the vehicle at least 300 feet.

After evacuation, the driver should address any injured students and call 911, law enforcement, or other authorities or service providers as the situation dictates. The driver shall then promptly inform the school district about the emergency situation.

Drivers shall not leave the scene until appropriate transportation arrangements have been made for all students and he/she has been instructed by a member of the administrative team that he/she may leave.

The school may select, train, and prepare students to assist in evacuation in the event that the driver is incapacitated or otherwise unable to direct the evacuation. Such training can include, but need not be limited to, turning off ignition switches; setting emergency brakes; summoning help; using windows for evacuation in emergencies; setting flags and reflectors or reflective triangles; directing the evacuation; and training with evacuation equipment.

**Evacuation of Students with Disabilities**

Drivers should assess each student's ability to evacuate himself or herself from a Small Vehicle as well as his or her ability to assist others. Disabled students should practice their evacuation skills as required of their non-disabled peers if possible during evacuation drills. Individuals who will be assisting disabled students evacuate during emergencies should practice this skill during evacuation drills. Drivers or others who will be assisting with the evacuation process should be familiar with any specialized equipment in the vehicle and used by disabled students that would aid in the actual evacuation.

**Emergency Equipment**

Emergency equipment may include first aid kits, fire extinguishers, reflectors, flags, vehicle hazard lights, and other similar equipment. Drivers and students (as appropriate) should be made familiar with the purpose and use of this equipment during drills.

Adopted on: September 9, 2019

Revised on: August 26, 2019

Reviewed on: August 12, 2019

## **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